

THE CLEANING HOUSE

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NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles that report good practices, interesting experiments, fact-finding and action research, or new twists to old ideas. Many of our readers have achieved results in their classrooms and in their school systems which should be known in thousands of other high schools.

Preference is given to articles that combine factual reporting, interesting context, and incisive style.

Topics, of course, should relate to junior- or senior-high-school programs, services, or personnel.

Contributions should not exceed 1,500 words, although we invite shorter items of from 100 to 600 words. Typing should be double spaced. Keep the carbon copy and send us the original. To tailor articles to allotted space, we may have to make slight changes in the manuscript.

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The New American Revolution: *Leadership Training for Youth*

By GERALD M. VAN POOL

ALL OF YOU will recall the story of old Rip van Winkle, who wandered off into the Catskill Mountains, fell asleep, and remained asleep for the next twenty years. You remember that when he awoke—surprised, dazed, and confused—he finally hobbled off to his village to try to re-establish himself. He created a sensation because of his long beard, his ragged, ancient clothes, and the rusty old gun he carried in his hands. When someone finally asked him who he was, he croaked that he was “a loyal subject of the King, God Bless Him.” This created a sensation and called forth many cries of “Tory,” but finally some of the wiser men of the village, by diligent questioning, determined who Rip really was. Rip learned that he had slept for twenty years, during which time there had been a revolution, that these townspeople were no longer subjects of the King of England but citizens of a new country, the United States of America. Rip van Winkle had played no part in the many wonderful things which had transpired while he was asleep in the mountains: he had slept through a revolution!

We are now in the midst of another, somewhat different revolution—perhaps not so earth-shaking as the great American Revolution, but far reaching in its effects on the education of our youth. This revolution is occurring in our present plan for the

development of leadership potentialities among our youth. In the last few years we have radically changed our thinking about youth leadership and have taken steps to develop and improve it. A hundred years ago not a great deal of time or effort was expended in youth leadership training; not a great deal of thought was given to youth leadership training programs even when I was in high school, somewhat less than a hundred years ago. Then there were a certain few who seemed to run just about everything and who managed to have a share in most of the school activities. It was unusual for the faculty or administration to ask the student body to express an opinion; it was even more unusual for us to be asked to share in project planning. This new American Revolution evidences more intensive leadership training of those youth who, under the conditions of a few years ago, might never have had an opportunity to demonstrate their capacity.

Leadership Opportunities

I refer specifically to the student council, an organization which has provided literally thousands of leadership opportunities to literally thousands of young people in schools from coast to coast and border to border. I refer specifically to the summer student leadership training camp, which is devoted to providing ways and

means for young people to be better leaders in their home high schools. I refer specifically to the summer student council or leadership workshop, in which young people consider most critically many suggestions to help them serve intelligently as enlightened youth leaders. I refer specifically to meetings and school programs in which a conscious effort is being made to help young people develop into better, intelligent, resourceful, and successful leaders. I refer to any similar project in any part of the country in which young people are brought together for the very definite purpose of helping them do what many others have never had the opportunity to do: learn how to be a good leader by being a good leader.

There are many evidences of the effects of this new American revolution. I have been in every state of the Union and have seen our youth seriously at work leading their fellow students in thousands of school and community projects. I have watched young people preside at meetings at which there were hundreds of people and have been amazed at their ability and presence of mind. All of us have watched these young people handle difficult situations with perfect equanimity and presence of mind and have marveled at their tact and diplomacy. I have sat in large national meetings and have watched young people match wits with representatives from all over the nation and have been pleased to note the respect with which adults accepted youth's views. All of us have heard youth leaders on panel discussions and have been proud to hear them present their views on many subjects, intelligently and clearly. We have heard of student delegations which have requested permission to appear before a city council or board of education to present youth's side of a local controversy. We have been truly pleased to find that they have been received with courtesy and consideration and that not infrequently their views have been accepted.

Some time ago I sat in a meeting in Washington in which representatives of numerous national youth organizations met with two men on their way to a UNESCO seminar in Tokyo. The UNESCO delegates wanted information which they could pass on to the youth of the Orient to show what resources were available in this country for the improvement of the youth program in the Orient. We were told by these two delegates that they expected to have to work with youth in many kinds of educational reconstruction; they felt that they would have little success in dealing with educational organizations made up entirely of adults. This is quite a far cry from the days in which a child was to be seen but not heard!

Progress in Youth Training Program

We in the United States have considerable reason to be proud of our youth program, as evidenced by the fact that people generally are aware that young people often have something really important to say and that we might well listen to them. It would be an error to state that everyone is convinced, and willing to put youth on national programs, listen to them in forums and workshops, and schedule them for national TV programs. It would be just as wrong for us to assume that every individual youth has something to say. We cannot assume that every young person is well informed on what his generation needs and that he has a sensible, workable solution for the world's ills. In general, however, we have reason to be proud of the great strides our young people have made and the great increase in opportunities for them to be heard. In the United States, our youth program has gone ahead quite satisfactorily. However, we have not yet done as well as we should.

There are still too many potential leaders in our schools who, for one reason or another, have not had the opportunity to assume positions of responsibility. Perhaps

it is their own fault, perhaps it is the fault of the school, but the net result is that many who could be good leaders are not being used to the fullness of their abilities. We all have a duty and a responsibility to attempt to discover the leadership potential of every student in our schools, insofar as it is humanly possible. It is our job to use everyone who has leadership ability in some areas in which he can do good work. In our schools we have too often put on merely a good show. We have developed and cheered our winning teams, listened to our prize-winning bands, and enjoyed the high stepping of our gorgeous majorettes. While the spotlight has played on the glamour boys, all too often the unrecognized, potential leader waits in the shadows. We are reminded of the famous lines by Thomas Gray: "Full many a flower is born to blush unseen,/And waste its sweetness on the desert air." There are probably as many students in school who could be leaders in some phase of school activity as there are students now engaged in various phases of constructive leadership. It is our duty—even our privilege—to find out who these people are and arrange opportunities for them to lead in those areas of school activity in which they have special talents and abilities.

Perpetual Need for Leaders

Throughout recorded history, man has needed leaders and there have been leaders. Their talents were varied and their abilities were different, but there was always someone who had certain qualities that made others look up to him and accept his direction. But never are there *enough* trained, resourceful, and socially conscious leaders! How often we hear the cry that the government is in a "mess" because we haven't had enough well-qualified leaders! Some say that we would never have lost the Orient if our leaders had been awake to the dangers! Others complain that the national debt would never loom so

EDITOR'S NOTE

Often referred to as "Mr. Student Council," the author is assistant secretary for student activities of the National Association of Secondary-School Principals and is known for having done as much to promote student participation in school government as any other professional educator. He is the guiding force in the National Association of Student Councils, an organization sponsored by the N.A.S.S.P.

huge and that Russia would never be the threat she seems to be if we had had leaders who could foresee what was going to happen. We hear on every hand that the world is in a moral slump because the leaders in the church have not been aware of and awake to their responsibilities. Many of these cries are unfair and unreasonable, but right or wrong, the people are crying, as they have cried for ages and generations, for better leaders.

Everyone has some measure of leadership ability, in some area, with some people. Each one of us can influence someone. Our job, then, is to provide all potential leaders with wise and intelligent guidance so that they, in turn, can become influences for good. Because of what we do, and what we say, the life of someone else is going to be changed. This is a sobering thought. Leadership is the conscious exercise of one's influence, be it for good or for evil.

Many may feel that they cannot rise to the occasion, that they have neither the ability nor the personality to assume leadership. Yet how often are we surprised by our own ability, especially in an emergency? To one who has been trained in leadership, emergencies do not loom so large nor seem so important as they might to someone who has never been accustomed to taking his share of responsibility. The use of leadership ability leads to self-government—the idea that everyone has some fair share of responsibility and that he should

be able and willing to assume that fair share. A government such as ours is neither feasible nor possible unless we have an educated, informed, and trained citizenry—trained in the art of self-government, of acting in behalf of the entire people. This is what we are trying to do in our student leadership training programs all over the country. We want to encourage youth to make more and more decisions, to manage many more of their own affairs, to accept more and more responsibility, all to the much desired end that the more we can get people to think for themselves, the safer will be the world for the things which are worth preserving.

Wise Leadership Not Easy

How far should we go in controlling people? Should we stand at their sides and whisper into their ears every move to make and every decision to take? Or should we leave them alone and let them learn by oftentimes bitter experience? The right answer seems to lie somewhere between these two extremes: Where we can safely counsel and wisely control, it is our duty to do so. We must do our best to give all people, and in particular the youth with whom we work, a sure set of standards to guide them in the paths they should go. We can push people around with a strong arm; we can overwhelm them with authority, stampede them with fear and panic, confuse them with falsehood, or wear them down with insistent argument; but the only sure way to move people in the right direction and keep them moving in that direction is to touch their lives and hearts with the truth. We must show them sound ways which they will pursue of their own free will and without being pushed, coerced, or deceived. One old leader has said, "I teach them the correct principles and then they govern themselves."^{*}

^{*} Paragraph adapted from a sermonette by Richard L. Evans, "On Moving Men." Contained in his book . . . and "The Spoken Word" (New York: Harper and Brothers, 1945), p. 98.

It certainly is not easy—it is most difficult—to be a wise leader; to counsel and advise without being dictatorial, imperious, and impatient. A great deal is demanded from the wise leader and he must not put his own selfish interests above those of the common good. Unfortunately, effective leaders are not always thus enlightened. A man may be a spellbinder and also a scallawag; he may wield great power but have no ethics or morals. He may be personally popular and yet have nothing whatever to recommend him for a position of responsible leadership. The persuasive leader may sway men for good or for evil; some of the greatest leadership in the country is going to waste in evil enterprises.

History offers much evidence of the unspeakable consequences that come into the lives of those who follow after such false leadership. Some of these leaders have more power than principle, more ambition than altruism, more influence than integrity. The gift of leadership is found among safe and honorable men but also, most unfortunately, among unsafe, dishonorable, and disreputable men.

We must do our best to train good leaders and leaders for good. We must devise and use methods of youth training which will develop more of the potentialities of youth; we must encourage young people to use their talents to some good end, for the general good. Wise leadership is not easy. Those who venture into this field will need sure knowledge, keen imagination, sound thinking, high standards, the courage of their convictions, infinite patience, and an understanding heart. Many of our youth have these attributes in abundance. In this new American Revolution, in the full development of the leadership potential inherent in most youth, we are going to need the hearts, the minds, the wisdom, and the energies of young people who have been selected for this important assignment. This is the new American Revolution. Don't sleep through it!

Students Evaluate Their Course in Developmental Reading

By WALTER G. PATTERSON and MARTHA B. BRAWN

READING in the high school may be compared to English. Students study English in the elementary school and continue to study English in the high school. This does not mean that English was not well taught in the elementary school, but rather that English ought to be taught at all levels, including college. This is true with the teaching of reading in high school, where comprehension and speed ought to be developed beyond the level reached in the elementary school.

The term developmental reading usually means that reading is taught to all students who need help in reading or who want to improve their reading by developing skills. Developmental reading includes "remedial reading," which is concerned with the 3 to 5 per cent of the students who are most seriously in need of help in learning to read. The Drury developmental reading course includes group instruction and individual and small group remedial instruction.

The experimental reading program at Drury was started in February, 1954, with one full-time reading teacher and thirteen classes ranging in size from twelve to twenty-five students.* The classes met two periods a week. Students were invited to take the course if they read below the 40th percentile level on the Cooperative English Test—Reading Section. In addition, college preparatory students were asked to take reading if they read below the 70th percentile. A few students requested permis-

sion to join the reading classes even though their scores were higher than the 40th or 70th percentile levels. No attention was paid to intelligence quotients. The only criteria for admission to class was the need for improved reading.

In June, 1955, the 209 students who had completed one, two, or three semesters of the course were asked by their teacher to write essays on how the reading course helped them. The essays were read, and all the items mentioned by the students were tabulated (see Table 1).

Four main purposes of the developmental reading course are to increase comprehension, speed, vocabulary, and study skills. The items most frequently named by the Drury students confirmed the fact that they knew the purposes of the course and that they had made definite achievement in fulfilling the purposes. Many of the outcomes stated by the students supported the purpose of helping students study. For example, helped with English, with history, with science, with homework, with civics, with mathematics, with Latin, with most subjects; helped in taking tests; improved study habits.

EDITOR'S NOTE

One of the most important factors in a good high-school reading program is the effect on the attitudes of pupils toward reading progress. The authors, who are principal and reading teacher of the Drury High School in North Adams, Mass., describe the reaction of students to the comprehensive reading course provided by their school.

* A complete report of the Drury High School reading program appeared in the *Guidance Bulletin* for December, 1954, published by the Office of School and College Relations, Boston University.

TABLE I
OUTCOMES ATTRIBUTED TO DEVELOPMENTAL
READING COURSE IN DRURY HIGH SCHOOL
BY 209 STUDENTS (JUNE, 1955)

Outcomes	f	%
Improved speed.....	183	88
Improved comprehension.....	179	86
Improved vocabulary.....	150	72
Valued tachistoscope.....	150	72
Valued accelerators.....	128	61
Helped with English.....	98	47
Helped with most subjects.....	45	22
Learned to enjoy reading.....	36	17
Helped with history.....	35	17
Increased eye span.....	28	13
Valued study of prefixes and suffixes.....	27	12
Helped with science.....	26	12
Improved study habits.....	24	11
Liked level books and progress folders.....	24	11
Helped with homework.....	20	10
Helped with civics.....	17	8
Overcame word-by-word reading.....	15	7
Helped with mathematics.....	11	5
Overcame regression.....	10	5
Liked book-of-choice reading.....	9	4
Helped in taking tests.....	9	4
Learned to skim.....	9	4
Helped with oral reading.....	5	2
Learned manners.....	3	1
Helped by Kuder Preference Record-Vocational.....	3	1
Had fun in reading.....	2	1
Helped with Latin.....	2	1
Developed confidence.....	1	.5
Learned to think clearly.....	1	.5
Helped by all tools of the course....	1	.5

The students valued their drill through using the tachistoscope and the accelerators. They believed that these machines helped them to develop speed and comprehension, to increase eye span, and to overcome word-by-word reading and regression. A number of students liked the level books and timed reading assignments. They were motivated to improve their work by using the progress folders, where speed and comprehension scores were recorded and compared from assignment to assignment. They liked the book-of-choice reading, but nearly all thought that they did not have enough time for this type of reading. The Kuder Preference Record helped the students plan their reading along the lines of their vocational

interests and also gave some of them vocational guidance.

Additional outcomes expressed by students were that they have learned to enjoy reading, to skim, and to think clearly. They learned manners, developed confidence, had fun in reading, and improved in oral reading.

The students responded freely in their essays. One student said, "I improved in speed, which was very important to me." Many students reported more than one outcome of the course as being important to them. If the items in Table 1 had been used as a check list, the frequencies would have been different. Drawing ideas freely from one's mind without cues is more difficult than checking a list of items, and hence fewer responses are made. The items in Table 1 will be used as a check list for evaluation of our next reading class.

Six suggestions were given for improving the course: (1) keep the reading classes as efficiently run and supervised as they have been; (2) offer reading every year in high school; (3) offer the reading course three to five times weekly; (4) give reading the same level and importance as English for each year in high school; (5) impress anyone who takes the course that he should go into it full hearted all the way; and (6) have smaller classes so that students can use the accelerators more often.

One senior wrote: "I feel that the reading course has been the best possible thing that could have happened to me during my high-school career." Another senior reported: "When I came to Drury as a freshman I knew, as did my teachers, that I was a very poor reader. I was told many times to sit down and practice reading, but I couldn't because I didn't like to. Of course, it wasn't because I really didn't like to, but because I couldn't really read intelligently. I was about half way through my junior year when I came into the reading class just as it started, thinking that I was going to hate this class. Even on that day, in my

third year in Drury, I was reading word by word and at a very slow pace, not understanding half of what I was reading. Gradually I came to like this class and came back in my senior year for more aid in reading. In ending my senior year, I read phrases instead of words, I have the comprehension of an average student, and I am now reading between 350 and 400 words a minute. Without the aid of the tachistoscope and accelerators and my teacher's constant push to have me win the race with myself and my reading, I would probably still be reading word by word with a very low comprehension."

Other student reactions reveal some of the values resulting from the reading class:

(1) I enjoyed this course. It was fun to see my speed and comprehension improve.

(2) It makes a person want to try harder and harder to reach a goal which he will feel proud of.

(3) The reading course has improved my reading rate from 221 words a minute to 375 words a minute.

(4) I think this reading course is about the greatest course for helping me to be able to concentrate and to be able to have a larger vocabulary.

(5) From this course I have learned to enjoy reading and to get higher marks in all my subjects that require reading.

(6) I was lucky enough to go to a school that was willing to teach me and other students how to comprehend and learn something from what we read.

(7) I have improved in all my subjects.

(8) The reading course has helped me in English, as I went from a *D* to *B+* in my essays.

(9) So many high-school students lack certain reading fundamentals. Also, there is much room for improvement in many of the more advanced readers.

(10) There has been a general improvement in all my work, especially in studying before a test and then in taking a test. I now have more time during and after a

test in which to check over and go back to see what I missed.

(11) From a senior with one and one-half years of reading who was two years retarded but who finally made the honor roll (*B* average) in his senior year: "My reading rate and comprehension at the beginning of the course were 130 and 14, and at the end of the course 638 words a minute with 19 comprehension." (20 is 100 per cent comprehension.)

(12) This course is excellent for the student who wants to get ahead, for the student wanting to learn and wanting help with his reading.

(13) I remember when I used to hate to read a book, but the reading course helped me to get over that. Now, I read from one to two books a week.

(14) It has taught me to remember what I have read.

(15) Now I feel I can read much better, and I am not nervous when I read in class.

(16) The course has taught me to know when to practice my fast reading for book reports and to slow up on school books where comprehension is necessary.

(17) It has helped me to stop reading word by word and reading with my lips.

(18) I was advised by the school to which I am going to take some kind of reading course. I feel that Drury is quite fortunate to have this course, and I know the time I have put into it will never be wasted.

The evidence is conclusive that the students who completed the developmental reading course in June, 1955, believed that they had gained many values from the course. Student reactions ranged from expressed improvement in one phase of reading to glowing enthusiasm. Student evaluation is only one method of checking on the effectiveness of a course. The student responses were so overwhelmingly in favor of the course and its values, however, that the administration plans to continue the reading experiment with confidence growing out of the expressed student satisfaction.

Assembly Programs *via the Classroom*

By
LOIS RAMSTACK

WERE the fourth-hour skits better than ours? Who's going to be the general chairman? How many acts did they take from seventh hour? These and similar questions can be heard in our halls each semester at the conclusion of the unit on interpretation in our required sophomore speech classes. The explanation for this intense interest is simple. The sophomores are going to present an assembly, and the assembly will be composed of the best pantomimes, monologues, and character sketches presented during the past weeks in the various classes of sophomore speech. All of these acts, of course, are original.

Each section of sophomore speech is represented in the assembly program and is allotted a certain amount of time. Each section has its own chairman. As far as possible, the selection of the acts to be presented is a matter for class decision. This has proved an excellent device for discussion of audience interests and the suitability of materials for school assemblies. Students become aware of the need for selecting acts performed by speakers who have voices which will project. Poorly written scripts are ruled out and often the acts selected are labeled with instructions for revisions, such as stronger punch lines and the elimination of objectionable phrasing.

The sophomores take themselves and their assemblies seriously. Each speech class seeks to outdo the other, and there is keen rivalry between the group giving the assembly first semester and the second-semester performers. This, of course, encourages students to put extra effort into both rehearsal and performance. The ri-

valry extends to the selection of co-ordinating chairman. Each class makes a recommendation for the chairmanship, but the final selection is made by the teachers, because the students have not heard all the speakers. The chairman makes the opening speech, explaining the program, and then introduces each section chairman.

Once the personnel has been determined, a rehearsal plan is drawn up, a stage crew is selected, and the polishing begins. Each act is made responsible for getting its own props and costumes, for setting the stage before the scene, and for clearing it afterwards. The staging is simplified as much as possible to speed up the timing. By limitation of the number in an act to four when the class assignment is given, all the acts can be presented before a curtain in a small stage area. Lights, curtains, and prompting are handled by a crew selected from the classes. It is possible in this hour to present between thirty and forty students each semester. We make an effort to use as many as possible.

One-Act Plays

Our senior speech classes—this course is a one-semester elective—give an assembly composed of one-act plays each semester. The procedure for the selection of the plays is much the same as it is in the sophomore project. However, the length and the staging of the play sometimes affect the decision. Our program time limit is less than an hour. We like to use as many students as possible; consequently, a very long play or one very difficult to stage is often eliminated in favor of two simple ones.

EDITOR'S NOTE

An assembly program has to embody good teaching techniques if its purpose is educational and instructive. The author, head of the English and speech department at Whitefish Bay High School, Milwaukee, Wis., lists several procedures for involving classroom students in the selection, preparation, and staging of high-school assembly programs.

When the class assignment is given, the students are provided with copies of many one-acts. After reading the plays, a group decides on a play, on the cast, and on a student director. Frequently, the better students will decide on a serious play, such as *The Valiant*, or ask to do an excerpt from a long play. Two girls last year asked to do the scene between Elizabeth and Mary in Maxwell Anderson's *Mary of Scotland*.

When a serious play is selected for the assembly, we have found that our audience reaction is much more favorable and that our students enjoy the play more if the dramatic coach talks with them before they see the performance. The coach, or the teacher directing the play, indicates to the students the mood and tempo of the play and points out strong points in the author's characterization. If the meaning is obscure, the author's purpose is discussed. Of course, it is necessary not to reveal too much of the play; but this device has helped our students enjoy a play for its own merits, forgetting that Ted and Elsa, whom they know so well, are the principal performers.

Special Holiday Programs

A more creative contribution of speech classes to assembly programs is also a part of this same senior course. Early in the fall, the assembly calendar is examined for special days and weeks which must be observed. We always observe United Nations Week and Brotherhood Week. If they

happen to fall on school days, Veterans' Day, Lincoln's birthday, and Washington's birthday must not go unnoticed.

The events are explained to the various classes. Students select the committee on which they wish to serve. A meeting schedule is set up, committee chairmen are appointed, and we begin to work. When a committee has agreed upon a format, each member is assigned a section of the project. At our next meeting first drafts are read. Presently, we are ready for a polishing committee to complete the script. Final revisions are made by the entire committee, scripts are typed, and the casting begins.

If the program is to be taped and given over the public-address system, the committee holds a tryout in class, using the tape recorder. The playback allows them to judge interpretation, voice quality, and voice contrast. If the program is to be presented live, class tryouts follow usual procedures. Because this work requires a great deal of time in addition to the regular class period, students who do good work are given extra credit on class grades.

Other Sources for Assemblies

In addition to the sophomore and senior speech classes, we draw on our advanced dramatic class for programs. These students, again trained in a class situation, sometimes present plays, sometimes variety shows. If a particularly effective piece of work is presented in the beginning dramatics classes, this is included in the program.

One would expect speech classes to offer opportunities for the development of assembly programs. But opportunities are legion in other classes, too. The combination of the various cultures found in the language department furnished us with one of our most exciting assemblies. Furthermore, it stimulated interest in the language courses. On other occasions, we have drawn on the art and chemistry classes. No one will ever forget the tumblers or the modern dance

groups from the physical education department. Our orchestra and choir can always be counted on for successful assemblies.

We have found all of our departments willing to co-operate when it has been pointed out to them that one of their special projects would interest the entire school. Many instructors, having had no training in public presentation, fail to see program material. If they do see it, they are reluctant to proceed. They feel inadequate in developing a script, providing a setting, and actually coaching their students. To help such a teacher and to be sure the program is properly presented, our speech teachers offer their services. The net result is most gratifying. We have a good program, and students unlikely to appear in a public performance have that opportunity to gain in poise and self-confidence.

The assembly program, we feel, is not primarily a place to amuse students, although entertainment is a factor. The program must be widely varied to reach, as far

as possible, the tremendous scope of interests represented in our student body. Naturally, we have many programs with outside talent, introduced by a carefully selected and a thoroughly prepared student chairman. But in a metropolitan area, where students have not only television, radio, and movies but access to legitimate stage plays, reviews, and sundry other types of entertainment of a far higher caliber than we can afford to hire, we find our students prefer the assembly which originates in the school.

Our assembly program has, as a result, become a training program in planning, preparing, and producing various types of shows. The student council committee, advised by one of the speech teachers each spring, plans the assemblies for the following year. Classroom teachers are contacted for their approval as to dates and participation. Outside acts are signed, and when fall arrives we're ready to begin work on these weekly productions.



What Is America?

What is America? Once, perhaps a Bryce, a Taine, a Tocqueville could answer. No daily cables, no films, no wireless and few tourists could disturb or dispute the image of America their books built in the minds of men.

But not today. Rare now is the Asian or African who has not seen an American salesman or soldier, technician or tourist. Rare is the child in Europe or Latin America who has not read an American comic or seen a Hollywood film. Rare is the farmer, however remote his paddy field or pampa, who has not glimpsed aloft an American plane.

Today, the task of explaining America rests with each American. Today, what others understand about America depends, in large part, on what each American understands about his heritage and himself. About the never-ending urge toward abundance for all . . . toward broader opportunity for each individual to develop his capacities to the

fullest . . . toward a culture enriched by ceaseless self-criticism. . . . About America . . . ever bold, ever curious, ever eager for betterment and change.

Much that I had never known about my heritage . . . much that I had taken for granted about myself . . . I learned at the American Round Table. For the first time I saw myself as a product of America's ideals, beliefs and dynamics: As never before, I sensed my responsibility . . . to act, at home and abroad, in ways that did credit to those dynamics, ideals and beliefs.

America may indeed be hard to get inside a book. But America is inside all Americans. May each discover that part of himself that is America. May each pass on the best of it to his daughters and sons. May each, in all he thinks and says and does, carry America's true meaning to the Tuscan farmer, the Greek child, the man outside the Mosque.—ARTHUR GOODFRIEND in *What Is America?*

OUT OF THE RED

Five Years with a School Paper and a School Annual—on a Budget!

By MARION L. TALLMAN

TOO OFTEN the words "school paper and annual" mean extravagant wastes of time and money, nuisances demanded by a few students, necessary but troublesome advertisements of the schools, "big money" deals that business concerns fight over, or part of the educational scheme that cannot be changed because of tradition. Most schools have publications of one type or another; several have none but feel the need for the right kind.

Five years ago, after the fourteen-hundred-pupil, seventh-through-tenth-grade school where I taught had found itself publishing only one newspaper a year and no annual, I was faced with a real challenge. School spirit needed a boost, some printed record of accomplishments was imperative. Would I take over the dying *Dial*?

I had published both school papers and yearbooks in different types of schools and knew the problems. I had also heard teachers, pupils, and principals discuss the weaknesses of their publications. As a result, I determined to try to give the pupils and

the school what it needed—if perhaps not what it wanted—in the form of eight monthly newspapers and a small annual at the end of the year. Without the complete support of two fine principals who comprehended my over-all purpose, my efforts would have come to an early end, for our new papers were the smallest and poorest in the city, our annual a mere pamphlet compared with the gorgeous tomes produced by the high schools of the area! The school wept with disappointment, but still we who were guiding the enterprise clung to our aims.

These aims were simple and direct:

(a) The *Dial* newspaper was to get and distribute news to the pupils of its own school—to be a news-dispensing force, in other words.

(b) The newspaper and the annual were to be complete and accurate records of activities for each year.

(c) Both publications were to be placed in the hands of as many children as possible, thereby increasing school spirit.

(d) And—revolutionary idea—both were to pay their own way absolutely and completely.

During the first year, progress was rapid. We organized a staff of twenty-five to meet three times a week during school hours. We put on a wild and woolly sales campaign and sold 536 subscriptions for fifty cents each. We inquired into costs of printed copies again and regretfully turned our backs and plunged into mimeograph editions. We bought paper, experimented with stencils, drew illustrations, decided on

EDITORS' NOTE

The staff of a high-school newspaper or a high-school annual often incurs an operating deficit. A sponsor who manages to keep out of the red with these activities must have done effective planning and have supervised expenditures closely. The writer of this article, who is a staff member at Gaskill Junior High School, Niagara Falls, N.Y., maintains that high-school publications can pay their own way.

the format, and finally turned out the palest, most unreadable edition a school had ever seen. But in spite of wails, everyone had to admit that a paper had come out and that there would be money for at least seven more. The first issue cost in the neighborhood of ten dollars. We had become financiers! Paper followed paper. The staff—totally inexperienced—studied antiquated but sound textbooks we dug up, until it could turn out very acceptable copy. The style of our mimeographed paper improved, although we never did master the monster of an outdated, electric mimeograph machine we were lucky—or unlucky—enough to have at our disposal. Once we sent the copy out to be typeset and had the print shop produce a printed copy. Oh, bliss! But that cost almost fifty dollars, an extravagance not for us a second time. When May came, we realized we were going to have \$177 left!

With wild enthusiasm the same little staff threw itself into the joys and sorrows of producing an annual that it had had no idea it could afford the first year. A photographer from the school system consented to take group pictures for the cost of materials; the print shop would print and bind the thirty-two-page booklet if we would have the linotype set outside. With a sigh of relief we balanced our books in June and realized that for the first time in many years the school had had newspapers printed regularly and had a record of the year that every pupil could have afforded to buy. We were satisfied.

As the years went by, although we raised the subscription price to seventy-five cents, our purchasers increased until in 1954-55 they reached the amazing number of 1,126. With many families having two or three children enrolled, this meant that the sales were almost 100 per cent.

Doubling the original number of subscriptions was not the chief accomplishment. We had realized our aims. Not only was the staff collecting and writing up news,

TABLE I
EXPENSE ACCOUNTS FOR SCHOOL PAPER AND ANNUAL

1950-51	
INCOME	
536 subscriptions @ 50¢.....	\$268.00
EXPENSES	
<i>Newspaper</i>	
28 reams mimeograph paper.....	\$ 37.54
Lettering guides, stencils, staples, etc.....	14.19
1,300 sheets paper for 1 printed issue.....	5.50
Half tone.....	5.35
Linotyping (paper printed in print shop).....	27.72
Total year's cost.....	\$ 90.30
<i>Annual</i>	
Paper for pages.....	\$ 16.38
30 pounds cover paper.....	9.00
Photography materials.....	4.50
18 half tones.....	85.00
Linotyping.....	42.00
	\$156.88
1954-55	
INCOME	
Sale of 1,126 <i>Dial</i> subscriptions @ 75¢... ..	\$844.50
Profit from reprints and sale of display pictures.....	11.80
Sale of 58 annuals @ 40¢ to faculty.....	23.20
Total.....	\$879.50
EXPENSES	
<i>General</i>	
Sales campaign expenses.....	\$ 22.35
Press association dues.....	3.00
60 mailing folders.....	1.92
Total.....	\$ 27.27
<i>Newspaper</i>	
40 reams mimeograph paper.....	\$ 42.80
Films and developing.....	8.78
Half tones.....	28.50
Printing of three issues.....	270.00
Mimeograph supplies.....	16.74
Total cost for eight papers.....	\$366.82
<i>Annual</i>	
8,000 sheets page paper.....	\$ 85.84
440 sheets cover paper.....	80.74
25 photographs @ \$2.50.....	60.50
Films and developing.....	9.14
Half tones.....	130.72
Line etchings.....	39.17
Linotype (Annual printed in print shop).....	67.75
Black and silver ink.....	10.60
Total.....	\$484.46

but the student body was constantly contributing. To get one's name in the *Dial* was a worthy aim. Many students kept

their newspapers for future reference and took home their annuals as records of another year spent in a fine school; copies were filed in the school library and office and sent to people outside. No longer were accomplishments and activities forgotten for lack of a suitable, permanent form.

Best of all, though, was the fact that a medium for stimulating school spirit had been devised. Since practically every child received a paper, the merits—and weaknesses—of their school could be brought to the children more forcefully than through assemblies and student council. The printed word still has lasting power.

In September the campaign for subscriptions set the standard for other activities for the year. Every home room vied with its neighbor to see which one would support its school publication best. The more subscriptions sold, the bigger and better would be the annual! We never did sell separate copies of either newspaper or annual because we wanted to increase the feeling of working together at one time for a major objective. After the campaign was over, the reaction was, "If we can put over the *Dial* in a big way, we can do as well with other activities!" The *Dial* had gradually become something *made by all for all*.

Since costs have increased little in the last five years, both the small and the large school can get some idea of how much a similar undertaking would cost by consulting the expense account for the first and the fifth years (Table 1).

The figures show that expenses need not be prohibitive in the production of either a newspaper or an annual.

A few schools may find the problems of gathering news prohibitive. We solved this too. First, we started out with the premise

that *there is always news*. During the fifth year we sent out, a week before the write-up deadline, what we called "Reporters' Sheets." These were to be filled in by two reporters in each home room who were either appointed or elected at the beginning of the year.

After the staff decided what unusual columns they would like to include in the next issue, questions for the Reporters' Sheets were formulated. About eight were used each time, with space for the answers left on the sheet itself.

These are sample questions:

- (1) Who ought to send whom a Valentine?
- (2) Who's giving parties for whom, when?
- (3) Who has gained fame in sports or games?
- (4) Who's getting better in what?
- (5) What famous persons would some of you like to be?
- (6) What has been happening in the language departments this year?
- (7) Who has done or made anything the school would like to hear about?
- (8) List the names of favorite TV programs.
- (9) Who's doing what at Easter?
- (10) What funny thing happened at school?
- (11) Who has been a leader in out-of-school activities?

In short, ingenuity and willingness to work can provide any school with the publications that are definitely needed. School spirit will improve, a recorded history of events will be created, and in most states credit will be given to the staff provided it can meet three times a week during the school day.

JULIUS CAESAR:

Is It True?

By EDITH L. BAUMANN

IN TEACHING *Julius Caesar* to high-school sophomores, I have found that once the emphasis is firmly shifted from Shakespeare's understanding of human nature to "what can you learn which will help you to a better understanding of yourself and of other people?" the pupil has an approach which should make all reading not only more valuable but more interesting. To achieve maximum results in minimum time I have used the outline below.

Some of the principal objectives which it meets are (a) increase in reading maturity—the pupil is conscious of reading for ideas rather than just to find out what happens and is able to see parallels between what he reads and what he knows; (b) ability to deal with a limited research project, with correct listing of specific sources; (c) critical thinking to the extent that generalizations need to be qualified and equally specific incidents used to support the modified point of view; (d) recognition of importance of sound standards of action; understanding personal motivations in judging people and in making decisions; (e) improvement in organization of material for both oral and written work.

Through class discussion, most sophomores will have more than enough material from which to select what best serves their purpose in dealing with such subjects as methods of persuasion, mob psychology and audience reactions, understanding people in personal relationships. Others will find a pattern of organization in selecting those points which are most interesting because they are best understood. When pupils are clear about the use of incidents as the basis from which ideas are developed, most of them will have little difficulty in citing parallel incidents.

Shakespeare's Understanding of Human Nature

In developing various characters and situations in *Julius Caesar*, Shakespeare makes use of the following principles of human behavior.

Indicate the situation in which each principle is demonstrated and identify by act, scene, lines (and page).

Then check each principle which you recognize as valid on the basis of your own experience or observation; that is, try to see parallels between what you read and what you know.

IS IT TRUE

- (1) that people are likely to respond to flattery?
- (2) that sometimes a person who tries to persuade you will reassure you that that is not his purpose at all?
- (3) that a person is at a disadvantage with anyone who understands him better than he understands himself—if that person chooses to misuse his understanding?

- (4) that people are sometimes persuaded by "arguments" that have no bearing on the case?
- (5) that people are sometimes appealed to on the basis of upholding family tradition?
- (6) that a person likes to feel that he makes up his own mind—i.e., that he is not high-pressured into making a decision?
- (7) that sometimes people offer irrational reasons for distrusting others?
- (8) that an honest and honorable person is sometimes at a disadvantage in dealing with an unscrupulous one?
- (9) that a person is sometimes persuaded to a course of action on the basis of wishing to prove himself as brave as someone else?
- (10) that it is possible to be sincere and still be wrong?
- (11) that an honorable person's word should be as good as his oath?
- (12) that a superstitious person becomes more superstitious when he is frightened or feels that conditions are unfavorable?
- (13) that an honorable person experiences considerable conflict in deciding to do something which is wrong?
- (14) that a person should be warned of the soundness of his action when he avoids confiding his plans to the person in whom he usually confides everything?
- (15) that some people refuse to make up their minds—they just go along because someone else says it's all right?
- (16) that a person is easily persuaded to do what he himself really wants to do?
- (17) that even though you don't approve of his actions, you may hope that someone you care about will be successful?
- (18) that a guilty person is likely to think people are aware of what he has done or plans to do?
- (19) that we are likely to judge others by ourselves?

EDITOR'S NOTE

The title of this article may intrigue or perplex you until you read on and find out that the author has developed an unusual method of vitalizing the teaching of Shakespeare's Julius Caesar. One might paraphrase the title, "Is It True What They Say About Julius?" The writer is a member of the English department of Evanston (Ill.) Township High School.

- (20) that people are influenced by ridicule (what will people say)?
- (21) that people are influenced by desire for personal gain?
- (22) that to let your opponent speak is usually taken as proof that you have nothing to fear?
- (23) that people are sometimes influenced by a person's reputation rather than by the soundness of what he says?
- (24) that "irony" (defined as light sarcasm, the use of one word when obviously exactly the opposite is intended) is a device for influencing people?
- (25) that people respond emotionally to another's expression of grief?
- (26) that an attempt to restrain an excited crowd sometimes merely makes it more violent?
- (27) that a mob does not act by reason?
- (28) that a group of three frequently lines up as two against one?
- (29) that people sometimes argue that what they think (or decide) is right merely because they are older?
- (30) that you can't judge people altogether by the way they act?
- (31) that the same incident can be used by your friends to prove a desirable quality and by those who don't like you to prove exactly the opposite?
- (32) that a person who is no longer your friend may continue to be very polite to you?

- (33) that nothing destroys morale so quickly as knowing that there is disagreement between one's leaders?
- (34) that a person who is getting the worst of an argument sometimes starts talking loudly without trying to answer the accusations brought against him?
- (35) that a person who is backed to the wall in an argument is likely to quibble and evade?
- (36) that nothing is likely to be settled by a quarrel?
- (37) that a person sometimes finds it expedient to agree although not convinced?
- (38) that it is sometimes argued that "the end justifies the means"?
- (39) that when a person argues that "the end justifies the means," he is admitting that he himself does not approve "the means"?
- (40) that a person is sometimes "persuaded" to do something although he continues to condemn the thing which he does?
- (41) that the most significant praise may come from a person who, although he does not like you or approve of you, is able to judge you objectively?



Satisfactions in Industrial Arts

I once knew a family of six boys and two girls. All of the boys went to the same high school and had the same teacher for woodshop. By the time the youngest lad was graduated, the mother said that she had six sets of woodworking joints, six identical tie racks, and six footstools all of the same design.

This is one illustration of how inadequately pupil satisfactions are sometimes provided. Except for family competition, there was little satisfaction received by the younger boys in duplicating projects made by their older brothers. And by the time the sixth footstool was brought home, the mother relegated it to the basement, as the house was already cluttered with them.

Many phases of shopwork lend themselves to pupil satisfaction. The majority of pupils voice their opinions concerning what they want to make as early as the first day of class. Wood is a medium which has much flexibility in providing for here-and-now pupil satisfactions. Boys get highly enthusiastic about a project they want to make. A boy who is constructing a picture frame for a painting he did in art class or the boy who is making a pipe rack for Father's Day is not only going to be rewarded with the immediate satisfaction he receives from making a functional item but he is going to work harder, exercise his highest degree

of skill, and learn more about woodworking processes.

In graphic arts, the setting and printing of name cards or club programs is much more welcome by the boys than the deadening task of composing line after line of type merely to have one copy printed which is submitted for a mark. In electricity, constructing a model motor which will operate under its own power will greatly delight the pupil—even though the motor is useless. Maximum satisfaction, however, is received by the student when he makes things that are functional for him. A bookcase to a boy who owns no books is valueless, but is vital to the lad who has 100 volumes in his library.

Satisfaction derived from a shop project can stimulate more interest, which in turn will result in spurring the boy on to more advanced learning. This can be illustrated by the do-it-yourself trend so popular today. The man who gets his hands on a few tools and builds his wife a set of book ends is often strongly stimulated by his success to build her a cupboard. The same is usually true for boys in a high-school shop. Also, the project is rarely unique to the tool processes employed. The youngest in the family of six boys could have learned as much about woodworking if he had made a box, a table, or even a soapbox racer in place of the traditional footstool.—DONALD E. STAHL, Chicago, Ill.

Organization Is Primarily People

¶It has been said that you can't run a school the way you run a business and a labor union, or an army the way you run a factory, or a department store the way you run a political campaign.

¶If all this means that the essential purposes of education, manufacture, unionized labor, merchandising, armament, and politics are dissimilar, no one would dispute it. Business success depends on financial profit, whereas the success of other organized activities relates to conditions somewhat less involved with making money. There is little similarity among the end products of high schools, department stores, politics, and labor unions.

¶On the other hand, the success of any organization, regardless of product, depends a great deal on the will of its employees to co-operate to further the best interests of the group. Successful group action nourishes, and in turn feeds upon, high morale.

¶Yet high morale is not necessarily a result of good formal organization—accurate job descriptions, clear understanding of duties, specific directives, and flow charts. It may not depend on an efficient formal structure of organization at all. It is more likely to occur when the informal group organization and the formal structure of the group do not get in the way of each other. The boss who coaches the team and calls all its plays is a team member in name only. It is the will to co-operate that goes to make up an effective organization.

¶In *this* respect, schools, politics, army, industry, commerce, and unions are similar. Each must have the wholehearted support of rank-and-file employees to attain the goal of the organization, no matter what the purpose is. Organization is primarily people. Moreover, the means by which the co-operation of the staff can be encouraged and secured are pretty much the same in every conceivable type of organization. Ingredients of morale recognize the purpose of organization but they do not recognize the differing purposes of particular organizations.

¶Therefore, although schools differ in *purpose* from industry, politics, army, labor, and business, they do *not* differ in factors relating to human collaboration and group co-operation, either at the classroom or school-wide level. Many teachers, supervisors, and administrators are learning a lot from the significant experiences of industry and other noneducational organizations. Running a school or school system, or teaching a class, embodies concepts of co-operation that are by no means peculiar to schools alone. For the first human problem in any organization is "how to secure the co-operation of people in attaining its purpose."^{*}

—ELLSWORTH TOMPKINS

* F. J. Roethlisberger, *Management and Morale* (Cambridge: Harvard University Press, 1941), p. 110.

Attention, Mr. Businessman!

Student Spellers Outrank Employers in Contest Arranged by Local Civic Club

By MARIE C. SENYARD

THERE MAY have been no renaissance in the pupils' mastery of spelling, but there has certainly been an upsurge in their interest in this particular subject in our school. The teachers in our junior-high school have tried various devices to stimulate among the pupils themselves an awareness of the importance of spelling.

First, we used spelling lists which were sent out by the G. & C. Merriam Company. The words on these lists were utilized in actual classwork in any manner the teacher and pupils chose. In the spring, spelling contests were held in the various classes to determine the top spellers, who then spelled against members from another teacher's classes. In this way we determined the best spellers for seventh, eighth, and ninth grades. By more eliminations, the number finally reached one for each of the three grades. At our annual awards assembly, the three were presented medals which had been given through the kindness of this same publishing company.

The next year we made our own spelling lists, composed of words which the pupils had actually misspelled in their written work. Many of the words were the same as the ones on the printed list; any additional words on the list were used also, as more words were needed.

Our schools in Pine Bluff had been sharply criticized because we were turning out such poor spellers. One man, a member of one of the men's civic clubs in town, came to our defense, and to prove his point that we were not doing too bad a job, he arranged a spelling match between our top-ranking spellers and an equal number of

men from the club. The match took place at the regular luncheon meeting of the organization, and I'm happy to report that the students won, even if most of them had never even heard of a *Blue Back Speller*! Luckily, the criticism eased up a bit. (Try our technique some time. It's a good way to deflate the egos of those who harp on the good old days when, to hear them tell it, everybody was a good speller.)

Last year we had a spelling assembly, sponsored by the English department. We narrowed the field to thirty, ten from each of the three grades. These pupils were on the stage, as were teachers who served as timekeepers, judges, and record keepers.

First the seventh graders spelled against one another, and the eighth and ninth grades spelled against members of their grade group; then at the last we had them all mixed, fifteen against fifteen, though the teacher giving out the words was careful to see that words from proper grade levels were used.

To bring about audience interest and audience participation, about every fourth word was given to the audience. The name of some pupil was called, and in that way there was no confusion. This plan pro-

EDITOR'S NOTE

Both parts of this article on spelling may interest you: (1) the suggestions used by teachers to improve spelling in a particular junior high school, and (2) the one-act skit. The author is on the staff of the Pine Bluff Junior High School, Pine Bluff, Ark.

duced one of the quietest and best behaved assemblies of the entire year. Why? Because the teacher announced that if a pupil received a word and spelled it correctly, he could come to the stage at the conclusion of the assembly and receive a sucker! Needless to say, each of the thirty contestants also received one.

At this time, too, the three contestants who had earned the medals were announced, though they did not receive them until the awards assembly, which is always the last one.

For the coming year, I think we'll again add variety to spelling by having the following skit at an assembly. We really wanted it last year, but circumstances prevented.

All of God's Chilluns Need Spelling

(A one-act skit)

Time—The Present

Place—Girls' boarding school

Scene—Typical room in a dormitory

Characters—Mary, Sue, Sarah, Kitty, Betty, Grace, messenger boy, mail clerk

[*Mary has been looking over a theme which her teacher has corrected and returned.*]

MARY. Will you look at all these red marks? It looks like I'd used polka dot paper.

JANE. Yea, and will you look at your grade, a D. Wow, Mary, what on earth happened?

MARY. Well, this particular teacher and I certainly do not see eye to eye on the matter of spelling. Sez I, "Why isn't it just as good to spell separate with an 'er' as with an 'a'? Doesn't it sound the same? And surely, anybody would know what I meant."

[*Girls are all gathered around her.*]

SUE. Mary, you should know how to spell "deceive." Think of the rule about "i" before "e."

MARY. Aw, you and your old rules. I'll

bet Walt Gregory [*audience*] doesn't even know how to spell it, and he's the biggest deceiver I know.

SARAH. [*At the typewriter.*] How do you spell "reign"?

CHORUS FROM OTHER GIRLS. "Rain," "reign," "rein."

SARAH. Thanks. Now what am I supposed to do, just take my pick?

SUE. Give us the sentence you are using the word in.

SARAH. How long did the first Elizabeth reign?

CHORUS. "Reign."

[*Doorbell. Boy enters, with a package.*]

BOY. Package for Miss Sarah Jones. Will you please sign this recipe for me, Miss Jones?

[*Exit boy.*]

KITTY. Well, did you hear that? [*Mimics the boy.*] Will you please sign this recipe for me? He surely won't get far in the business world if he doesn't know the difference between receipt and recipe.

MARY. I know the difference in meaning but I'm not sure I know the difference in spelling.

[*Door bursts open, and Grace enters, weeping.*]

GIRLS. Did you get the job? Are you going to work in the principal's office? What happened? Why are you bawling so? Didn't you even get a chance?

GRACE. Yes, I got the chance, but-but- I couldn't spell well enough.

SUE. Gosh, you really must have pulled some boners; the members of the office force are usually very patient.

GRACE. Oh! I did. It was horrible. I wish I were dead. Why, I didn't know whether Mr. Bassett was a p-r-i-n-c-i-p-a-l or a p-r-i-n-c-i-p-a-l.

BETTY. Oh, you poor dear, but come to think about it, I wonder if I know? I'll bet Johnny Caple [*audience*] knows.

GRACE. And that's not all. I wrote to Little Rock that we were sending some material to t-h-e-r-e school. [*Girls seem awed.*]

SUE. Come on, let's hear the rest of the gory details.

BETTY. Mrs. Williams asked me to send a note to the superintendent's office for some blue-book labels and. . .

MARY. No, no, you couldn't have spelled it blew.

BETTY. But I did.

SARAH. I give up.

BETTY. So do I.

[Knock at door.]

VOICE SAYS: "Letter for Kitty."

[Kitty begins reading.]

KITTY. Just wait till I get my hands on him, I'll murder him.

GIRLS. What on earth?

KITTY. I just know it's that slinky, sneaky, new girl who's moved next door to him.

GRACE. But what's he done?

KITTY. He says right here, "I love you t-w-o."

MARY. [Looks puzzled for a minute, then laughs.] Oh, I see, now. Your boy friend evidently got the wrong "too." I believe Jane Gillespie [audience] almost did the same thing one time.

SUE. Any more romance wreckers in there, Kitty?

KITTY. Here are two misspelled words, though they're not exactly anything to end love's young dream. Let's see. Oh, here it is. I h-e-r-d a good story about you and your roommate. Wonder if he thinks we're cows? Maybe he's been going around with Johnny Herd [audience] so much that he thinks there's only one way to spell the word.

GRACE. What's the other?

KITTY. I started t-h-r-e-w the gate, fell

down, and sprained my r-i-s-t.

MARY. Sounds like he sprained his brain, too. And don't look at me like that. I know how to spell that "too"; it's t-o-o.

SUE. Can you beat it? This started out to be relaxation and we've practically turned it into a spelling bee.

GRACE. Wouldn't our English teachers be pleased?

[Kitty puts glasses on end of her nose and assumes a dignified pose.]

KITTY. Girls, you have learned some of the evils of bad spelling; so we will now have a résumé of what you have learned. Mary, name one reason why everyone should know how to spell.

MARY. Er, er, you might not understand a letter from your boy friend.

KITTY. Exactly. Sue, you name another reason.

SUE. You might lose your job.

KITTY. Excellent. Now, Betty, it's your turn.

BETTY. You might get a bad grade.

SARAH. And you'd certainly make a bad impression on people if you used the wrong word.

KITTY. Girls, I'm proud of you.

[Bell rings.]

[Kitty reverts to herself.]

KITTY. For crying out loud, there's the bell for English class and I still haven't found out how to spell "copyright."

GRACE. I'll bet one thing—the next time one of us applies for a job there will be a few words we will know how to spell.

THE CURTAIN FALLS

Home room: Potentially, the home room is a most excellent setting for individual and group guidance. However, in many a school it is little or nothing more than an administrative device for taking the roll, reading announcements, collecting money, selling tickets, distributing publications, etc. In others it is these and a supervised study period. Administrators must take most blame for failure to capitalize on the guidance function of home rooms because what administrators want from their faculty and school they usually get.

—Georgia Education Journal.

Must Commencements Be Dull?

By F. J. ROBERTS

TAKE A backward look. You were graduated from high school at a ceremony called "commencement." You were closing a door of your life, and your hand was about to push open another door. You were perhaps a bit sad and yet eager to see what lay beyond. The ceremony itself was something to be endured. You don't remember much about it, except possibly that the class sang its song; that Johnnie Blake stood before the group, uncomfortable and presumably wondering why he was there, and "gave" his valedictory—"One Last Farewell," or "Now We Paddle Our Own Canoes"; that Mary Evans "gave" "Not the Sunset but the Dawn"; that someone "rendered" a cornet or a piano solo; that the principal said some complimentary words; and that finally diplomas were clutched in eager hands. There were relieved smiles all around, certainly by those who had nodded through it all; and the door was closed. What you remember as a dull experience is still the experience of many high-school graduates today.

When Nathan Hale High School graduated its first class in 1942, our country was in the war. To those responsible for a graduation exercise, the traditional commencement program somehow didn't seem suited to that year's group of young people

leaving our school. Proverbs, precepts, truisms somehow didn't seem vital or appropriate. These young men and women were entering a tough, troubled world, and the need to face reality was immediate.

Hence a somewhat timid attempt was made to get away from the traditional giving of advice to those who had no experience *by* those who had no experience. It was decided that perhaps a serious discussion might be more vital, so the leading students of the class settled on the subject of "School, the Arsenal of Democracy." That was our first step forward. The next year another discussion was presented, "The Five Freedoms," but this time we ventured further. Using a combined radio and stage technique, many members of the class, directed by a class adviser, presented Stephen Vincent Benét's "Listen to the People," using a minimum of scenery and making much use of choral speaking. Because this presentation seemed so successful, we were encouraged to evolve a program we felt was more suited to the times. What we worked toward in June, 1944, is what has been followed since.

A group of the top ten students in the graduating class formed a committee, with the teacher-chairman of the commencement as adviser. After considerable discussion and discarding of ideas, many of which might have worked out successfully, the group selected "Through the Years" as the title. The underlying idea, which had particular significance then, was what a young soldier, deprived of freedom, would advise us to hold up as ideals to fight for. It might best be described as a series of love letters to the world. Utilizing techniques that seemed best suited to our stage facilities, we had many people backstage at microphones hidden from the audience, a

EDITOR'S NOTE

The author teaches English and speech at Nathan Hale High School, West Allis, Wis. He has been responsible for presenting the type of commencement program discussed in the article and up to the past two years has directed them. Obviously, he is convinced, as we are, of the value of commencements that are not dull.

few people onstage as actors in pantomime, some rather elaborate settings which were effectively but cheaply contrived, imaginatively lighted, and quickly changed, and a script which mounted in interest and culminated in a dramatic finish.

Substantially the same procedure has been followed for our graduation exercises since—twice a year for some time, with mid-year graduation. (The plan was ultimately discarded for midyear commencements; when a group is too small, production difficulties are excessive.) No one, as far as we know, has ever described our commencement exercises as dull. "Controversial," perhaps; but no one nods, slumps in boredom, looks for the clock. The subjects we have produced—student selected and student presented—have been varied, interesting, pertinent to the times.

In the past ten years our graduating classes have worked out such programs as the following: "Pupils' Progress—an Allegory" (following the thought in Bunyan's *Pilgrim's Progress*); "One World" (showing what "brotherhood of man" suggests); "Builders of Yesterday and Tomorrow" (some of the great people of the past and what made them great); "12:01 World Time—Man on Trial" (a fantasy-morality play based on the implications of the atomic bomb); "Yesterday and Today" (an analysis of modern education); "People with Light Coming Out of Them" (a presentation on racial tolerance, the only one we have made that was not student authored); "A Wisconsin Tribute" (celebrating our state's centenary); "I Wish to Be Useful" (scenes based on considerable research into the life of Nathan Hale, for whom our school is named); "The Good Life" (a very successful program based on great thinkers' advice for happiness, done in shadow pictures with an unusual finale); "The Voice of America" (an idea patterned after the famous government radio program aimed to further ideals of freedom, in which we incorporated into the action mes-

sages in foreign languages tape-recorded by people of our community); "West Allis—Our Town" (a dramatic treatment of the industry, the schools, the churches, and the people of our community in its fiftieth year); "The Thoughts of Youth" (a looking ahead to the great moments of life); and "A Child Goes Forth" (our 1955 commencement program, which had as its theme man's formative years and their fulfillment).

Few subjects have been dismissed because they lacked relationship to the occasion of graduation from high school. The question which has concerned us has been only: "Can the thinking of the graduates, their parents, relatives, and friends be challenged by a dramatic discussion of this problem or field of interest?" We find we have been going along with the thinking expressed in the 1953 *Commencement Manual* published by the National Association of Secondary-School Principals: "Any subject that grips the imagination of both the speaker and the listener is satisfactory. Economic, political, social, literary, military, and scientific. . . . The community, the school and its offerings and its history, common everyday occurrences—those things in which people are interested—provide the source material for developing a vitalized commencement program." Faculty advisers can find much in this publication to arouse the imaginations and ingenuity of their seniors, or even to imitate. Likewise, the publications of J. Weston Walch, Portland, Me., among others, have been found of value.

Lest this all sound too easy of accomplishment, it might be well to point out some of the difficulties which are involved in such an undertaking:

(1) Commencement concludes what is perhaps the busiest time of the school year for seniors. Production problems involve hours of hard work. We find students function best when time is running out, which makes a nerve-racking experience for teachers who plan far ahead.

(2) Imagination and ingenuity are essential. If an adviser is not able to draw out these qualities from students, or if he does not have them himself, the way is hard. (It can be said, though, that the selection of a good idea is in itself a spur to the achievement of it.)

(3) Usually large numbers of people are involved. We try to make use of as many graduates as is possible. To handle fifty or more people each doing something different, plus the contributions of a band or orchestra, plus a chorus, presents a big problem of direction. The integration of all into a smooth-running presentation is not easy.

(4) If there are not interest and co-operation from the various departments involved—in other words, if it is not a school project—achievement is well-nigh impossible.

Giving these difficulties due consideration, we have had these outcomes:

(1) The graduates feel a sense of fulfillment and achievement in a last contribution to their school. The spirit of co-operation, of working together toward a common end, makes an indelible impression as the graduates close the door of high-school experience. On several occasions, people who had been "problems" during their high-

school days begged to be allowed to do something they could do well—as one young man put it, "to end up by doin' somethin' good here, anyway."

(2) Such programs encourage more mature giving of talents and abilities. People who have special talents are "written in" the show. Literary-minded people are urged to help, and they do. High-school carpenters build sets, simple or elaborate; high-school artists design them; high-school painters decorate them; high-school electricians work with lighting effects; high-school seamstresses sew inexpensive, or even makeshift, costumes; and somehow, to us who watch or help, these workers no longer seem "high school" but young adults—alert, creative, venturesome, *contributing, sharing.*

(3) Many other people in school who are not being graduated are caught up in the project—members of the choir, the band, and the orchestra, the art and sewing classes. The imagination, the inspiration, the idea itself, and much more are spread around—who knows to what good end?

We do not know what to call such a program. The words pageant or dramatic presentation do not seem adequate. We know one word it has never been called: dull.



Critics of Education

Confusion surrounds the current criticism of public education. There are reasons for this. I would like to point out three.

Many critics do not know the facts. Some give the impression that they have not been in a secondary school since their own graduation. Their unsound statements show that they do not know what goes on.

Argumentation has frequently been supplanted by name-calling. Rather than trying to understand the difficulties that teachers face and, in terms of these problems, advancing workable suggestions for improvement, many critics have launched a polemic designed to destroy. They have ferreted out the obvious. Acting as though they had just made

a great discovery, they publicize facts that are already well known.

Some members of the publishing industry have capitalized on the situation. Publishers are obligated to keep the public informed about their schools even if this involves the printing of rather searching analysis. Publishers can and do contribute needed criticism. Certainly the public must know the truth. The truth about schools, however, would include reports not only on the flaws but also on positive developments, such as the dedication of . . . teachers to the highest scholarly and moral principles, the reasons for many practices which laymen do not understand but which are nevertheless justifiable . . . —CLYDE E. CURRAN in the *School Review*.

WHERE YOU FIND IT

Phraseology of the Radio Comedian Becomes a Classroom Tool

By BLANCHE E. PEAVEY

AS A PREFACE to the teaching of lyric and older dramatic and narrative poetry, I have found it profitable to introduce my students to the art of paraphrasing and simplifying figurative language well in advance of the actual study of the poetry text. My second-term sophomore classes are likely to contain a preponderance of shop boys of Latin-American background. To them much of *Julius Caesar* and *Idylls of the King* will be extremely difficult unless they have had considerable recent experience in interpreting figurative language. I try to supply that experience as painlessly and for as long a time as I can.

Materials for the practice are easy to obtain. The radio comedian, arch borrower of other people's happy turns of phrase, can be a fair source of catch phrases which can be turned into exercises in interpretation. I try a quiz game of one or two sayings a day, asking the students to give the sometimes simpler real version of my perhaps slightly more erudite one. "I classify them the way I observe them" is easily recognizable as "I calls 'em the way I sees 'em" after the student has caught on to the idea. After I have done two or three of these, I

ask if they will try to rephrase some for the class to recognize.

The field of the proverb, axiom, or maxim is much richer than that of the radio byword, particularly since each different national background in the class will be able to add new ones or other versions of those given. I usually write one on the blackboard each day before the class arrives and ask for interpretations immediately after, or sometimes in answer to, roll check. Words the students are not to use in their versions are underlined:

Birds of a feather
Flock together.

It is of course easy for them to see that the basic idea has nothing to do with birds, feathers, or flock. After two or three days of this, I ask the class to assume the responsibility, each student presenting a new proverb in his turn. A couple of students alternate at keeping the week's list, so that we don't repeat.

Troublesome? A little, yes. But I find that the device can have several valuable results. First, students gain skill in interpreting and restating an epigrammatic idea. Second, there is practice in finding synonyms. And third, students of different language backgrounds gain familiarity with the idioms they are likely to encounter in their general reading. Moreover, I relish the idea of making grist of the corn purveyed by the radio comedian, for whom I endure much neglect and indifference in the matter of unread books, unstudied spelling, and unwritten paragraphs. Truly, gold, even fool's gold, is where you find it.

EDITOR'S NOTE

Mrs. Peavey describes a device for the teaching of lyric, dramatic, and narrative poetry to high-school pupils who do not naturally clamor for studying such literature. The author is chairman of the English department at the San Antonio Vocational and Technical School, San Antonio, Tex.

CIVICS:

Dead or Alive—Which?

By

C. LEE EGGERT

CHILDREN of all school levels always show greater interest in school activities when those activities relate to community, state, and world affairs outside the school and when they tie closely to newspaper and radio newscasts and parent conversation. It therefore behooves the teacher to relate his teaching to an ever widening variety of community activities, taking advantage of family breakfast table discussion as well as encouraging children to come to grips with the problems of concern to the community of which they are a part. Not only does attacking problems with community implications add realism to the classroom activities, it gives children things in common with their parents and thus takes on a public relations flavor as well. Parents and the public are always interested in the school which wrestles with community centered problems.

As a junior-high-school teacher at the time, I found myself facing a group of eighth-grade boys and girls and charged with the responsibility of teaching civics, a required junior-high-school course. I was well aware that often civics is not too well liked or enjoyed by junior-high-school youth. I

was also well aware that to make the work worth the children's time and my own, it would need to include areas of investigation other than learning how a bill becomes a law, the difference between the mayor-council and city-manager forms of government, and the names of the county, state, and national officials. I disliked the memorizing type of social studies work as much as did the children.

The children and I talked about civics and what we might do to make it interesting and worth while. It was an election year; we decided, therefore, that a major fall project should deal with parties and candidates involved in the coming election. We decided to examine the parties, their platforms, and the men who so busily rushed up and down the state telling voters why they should support one party and not the other and why their party was right while the opposition was hopelessly wrong.

It was decided that the class should get all possible data about the political parties and the issues involved, and learn everything possible about the individuals who submitted their names as candidates for the several offices. Accordingly, the class voluntarily divided itself into general groups representing the major political parties. First, each group established what it saw as its job. This decision was then cleared with the whole class. Next each group, working separately, further divided itself, assigning definite responsibilities to the smaller committee groups and to individuals. One group was delegated to visit the county party headquarters of each party, talk with those in charge, gather platform statements, and become thoroughly ac-

EDITOR'S NOTE

Numerous surveys of pupils' dislikes have shown that most ninth graders are less than eager to study civics. The author, professor of education and field services at the University of Florida, tells how a former civics class of his wrestled with problems centered in the community and found the wrestling extremely stimulating.

quainted with the party and what it represents. A second committee in each group was given the responsibility of contacting state headquarters to gather all available information from that source. Others volunteered to interview various party leaders and still others agreed to attend party rallies. The major task at this point was for the students to identify, list, and acquaint themselves with the major issues involved in the coming election.

As the committees investigated and information rolled in, interest in civics grew, until lunch and after-school conversations dealt almost entirely with the coming election and the issues involved. About ten days before the official election day the class, after long and thorough discussion, agreed on what it found and believed to be the major issues. Each identified issue was placed on the blackboard, under the particular party label, followed by a short statement of fact gleaned from the materials assembled by the class members. Bulletin boards during the entire time were loaded with news articles, party notices, and pupil-planned displays.

On the day preceding the fall election our class held its election, which was planned and carried out in the way the students learned that voting would be conducted in the various communities in which they lived.

Interest, which had been growing constantly, reached white heat by now. Boys and girls from other parts of the school and from other classrooms came to the eighth-grade room to read the summaries one committee or another had placed on the board, to muse at the cartoons, and to discuss their beliefs. It was significant to me as teacher to observe the interest which this rather simple, down-to-earth, civics investigation created throughout the entire school. Teachers as well as students became "officer, qualification, and election conscious." I found myself reading the papers much more carefully, thinking politics, and looking for-

ward to the hour when our civics class could reassemble and continue its analysis.

One morning, several days prior to election day, one of the school's elected board members, whose daughter was counted among my civics students, came to the social-studies classroom with the question, "What are you teaching in the civics class?" I felt in the minute between his question and my answer that somewhere along the way I must have erred. I must have created a wrong impression. I must have overstepped my accepted bounds. I explained briefly what the class was doing and he, in an approving tone, replied, "Last night Barbara asked me what gubernatorial candidate I planned to support. I answered with all the reasons I could muster. Her comment was, 'I think you should vote for Mr. — because . . .'" and she gave me four or five legitimate reasons for her decision. She knew much more about the men and their platforms than I did, and I want to congratulate you and your class for the thorough job being done."

At that moment I realized what had been apparent as the project developed, namely, that I could never again teach civics or social studies simply as a memory-of-facts-from-the-book course. I knew from the interest of the boys and girls, from the discussions, and from the community-wide interest that civics could and must be vital and alive. It must deal with questions involving the community in which the school is located. I knew it could easily and naturally be tied with lives and events of the world which seemed to be happening with ever increasing rapidity. I realized, too, that the carry-over in interest and attitudes would far outweigh the actual procedures and activities we engaged in during that eight-week period.

A number of years have passed since that first "experience in politics." Occasionally I meet a former member of that first civics-project class. These youth are now grown men and women, voters in the communities

in which they reside. Many times when we meet, the conversation goes back to the junior-high-school civics class and what it meant to them. I am sure, as a result of this and succeeding experiences, that we teachers can and must enrich our teaching. By using everyday happenings, we can make the courses we teach breathe, taking on life and meaning for boys and girls. When we do this type of teaching, we are beginning to fulfill an important responsibility as teachers. We cannot possibly teach boys and girls all the facts they must know; we cannot possibly foretell what problems their generation will need to solve. In the words of The Prophet:

Your children are not your children. They are sons and daughters of life's longing for itself. They come through you but not from you, and though they are with you, they belong not to you. You may give them your love but not your thoughts, for they have their own thoughts. You may house their bodies but not their souls, for their souls dwell in

the house of tomorrow, which you cannot visit even in your wildest dreams. You may strive to be like them, but seek not to make them like you. For life goes not backward nor tarries with yesterday.

We cannot give them our thoughts, nor can we visit the house of tomorrow. Our jobs as teachers must, then, be to teach young people *how* and *where* to get facts and *how* to use these facts intelligently and effectively.

The child's school accomplishments may be pictured as the concrete foundation for a new building. The building itself represents one's life and accomplishment when school days are over. Attitudes, methods of approach, problem solving, personal relationships, and leadership and followership qualities, learned and practiced in school-rooms throughout the nation, all contribute greatly to the structural fineness, the functionalism, and the durability of the building here pictured.



The High-School Teacher Looks to the Principal

Many of us who are high-school teachers look at our principal with respect; sometimes our looks hold curiosity or understanding or amazement. Frequently during these days of world turmoil, insecurity, and tension, we are not looking at our principal so much as to him.

We believe, with our principal, that his job of supervision is an expert technical service concerned with improving the conditions surrounding pupil growth. Many times, however, we feel he has forgotten that supervision is also leadership. It is not, as in many instances we are made to feel, merely adverse criticism or, at the other extreme, a *laissez faire* matter.

We think he sometimes forgets that one of his chief responsibilities is to develop and maintain a high morale among all those with whom he works; for this is one of the possessions that helps both teachers and principal to maintain the dignity of our profession. And the principal can do this because he is better situated than any other school officer to allow each teacher to share in, and to

profit by, the best procedures, techniques, and methods employed by all teachers under his supervision.

Because we hold these things to be true, we also believe that, in order to evaluate us, as well as himself and the total educational product, the principal should:

1. Distribute the teaching load fairly.
2. Provide for individual differences in teachers, both in scheduling and in materials.
3. Obtain sufficient instructional materials.
4. Suggest and provide methods and materials for remedial work.
5. See that testing equipment is easily accessible.
6. Assist in curriculum construction.
7. Schedule planned demonstration lessons.
8. Select suitable advisers for student organizations.
9. Develop leadership with the teacher groups.
10. Establish friendly relations among the entire school personnel.

—H. JEANNE TANNER in the *School Review*

Self-Criticism an Effective Way for Students to Improve

DISCUSSION SKILLS

By LAVERNE BANE

THE CRITICS' REPORT is universally used as a means of upgrading discussion skills. In its simplest form a group of students discuss a current topic for thirty minutes and are then orally evaluated by the teacher for ten or twenty minutes. An infinite number of variations in this procedure are possible. The teacher may start with a series of questions. What do you as participants think you did well? What did you do poorly? What suggestions do the members of the class have which might lead to a more effective discussion? Sometimes a panel of critics is appointed prior to the discussion from among the nonparticipating members of the class. Each critic is made responsible for the evaluation of a major aspect of the discussion. Members of the class are often provided with evaluation sheets, which they fill out as the discussion progresses. The results are then tabulated and made known to the participants.

One of the more interesting experiments in evaluation is to have each participant make a record of the activities of the group while the discussion is in progress; for example, a class of twenty, which is prepared to discuss a current topic, is divided into four discussion groups. Each of these is located in one corner of the room. Each student is given a check list on which to record certain aspects of the interaction of the group. A Participation Record sheet for the first day of this experiment might be arranged according to the setup on page 223.

The form of the record sheet can remain the same, but on succeeding days the items for specific consideration should include: presents evidence, expresses an opinion, asks a question, tests evidence, tests argument,

asks questions which weaken a point, asks questions which help amplify or strengthen another participant's point, returns the discussion to the subpoint under immediate consideration, talks on a point which is not before the group, makes a relatively long contribution, summarizes, suggests the group move to the next point, makes an antagonistic remark, makes a conciliatory remark, analyzes the problem, helps resolve an issue, proposes a plan of action, makes a grammatical error, chooses appropriate words, uses vocal variety, uses appropriate physical animation, is indirect, is inattentive, mispronounces a word, shows faulty enunciation.

As soon as students have developed the ability to recognize the characteristics of their own behavior and those of their fellow participants, the directions can be changed so that a value judgment is recorded for each of the vital areas of the interaction process (see Evaluation Record on next page).

During the last fifteen minutes of each discussion period the members of each group should compare the records they have

EDITOR'S NOTE

One of the important social skills required of high-school youth is the ability to participate in classroom discussions. Judging how well class members take part in discussions can well be an assigned activity of the class. The author, associate professor of speech at the University of Utah, describes how discussion groups can evaluate their own skills.

PARTICIPATION RECORD

List the names of the members of your group. As the discussion proceeds, place a check after the name of each student whenever he uses a complimentary transition or refers to another panel member by name.

<i>Student's Name</i>	<i>Complimentary Transition</i>	<i>Refers to Another Party by Name</i>
1.		
2.		
3.		
4.		
5.		

EVALUATION RECORD

Each time the specific skills under consideration are demonstrated, place the appropriate number after the demonstrator's name.

(1) Excellent (2) Good (3) Poor

<i>Student's Name</i>	<i>Quality of Facts</i>	<i>Skill in Testing Facts</i>
1.		
2.		
3.		
4.		
5.		

kept and should discuss the elements of strength and weakness in the day's discussion. Students are thus given a chance to develop confidence in their own ability to evaluate discussion procedures effectively.

One advantage of the procedure which has just been outlined is that it encourages students to give some attention to upgrading the discussion process while the exchange of ideas is in progress. Students who are encouraged to lose themselves in the consideration of an exciting controversial topic may find it difficult to remember whether they employed good or bad behavior patterns during the discussion and are not apt to apply consciously the constructive criticism which they have previously received from their instructor. In fact they are more apt to react to the stimulus of

the discussion situation exactly as they have responded to similar situations in previous years.

Even seasoned golf professionals spend hours on the driving range checking their arm movements, hip action, and other specific aspects of the total co-ordinated response required of those who play the game effectively. During match play these men concentrate on the total situation, but in practice they give attention to specific malfunctioning parts.

The procedure which has been suggested in this article is one of many attempts which teachers of discussion are employing to enable students to give this same type of concentrated attention to upgrading their ability to respond effectively in discussion situations.

Events & Opinion

Edited by THE STAFF

WHAT COLLEGE REALLY COSTS: The average college costs are \$1,200 a year, according to an article in *Changing Times* for October. College costs are about twice what they were twenty years ago and are still on the increase. Actual college costs would certainly not seem so formidable if you consider that many of the items would require the same outlay, possibly more, wherever the youngster spent the year, whether at college or not.

A REAL LIVING LABORATORY: Recently the biology department of Carmel High School in California requested the local board of trustees to set aside a tract of ground near the school for the purpose of establishing a sanctuary for native plants and animals on their own school grounds. The board of trustees were farsighted enough to act favorably upon this request and as a result of this action a natural history project is under way. As the National Science Teachers Association report continues, it states that the advanced biology students have now transplanted a rather nebulous idea into actuality.

PLAYGROUND ON WHEELS: There is a new type of playground in use in Cedar Rapids, Iowa. As mentioned in *School Activities* for September this playground is rolled directly up to areas where the children are handicapped because there are no existing permanent play areas or equipment. When the play period is over, the playground is simply folded up and rolled away. This Playmobile is mounted on a trailer and carries swings, seesaws, ladders, ropes, and other equipment for outdoor use.

TV SCHOOLTIME: More than 36,000 central Iowa boys and girls meet new and challenging experiences via television. "TV Schooltme" is the name of a series of five weekly programs presented for classroom use by WOL-TV, Iowa State College. An article in *Midland School* for September states that the programs are intended to supplement and enrich the school curriculum. Its program is certainly not intended to replace the classroom teacher, as every effort is made to avoid doing what the teacher can accomplish more effectively in the classroom.

HOW TO CHOOSE FREE MATERIALS: In order to help the teacher decide on which of the vast amount of free material is most worth while, the American Association of School Administrators

has published a twenty-four-page booklet, "Choosing Free Material for Use in the Schools." The booklet stresses the fact that one of the main bases for selection is the degree to which this material will make a valuable contribution to the basic educational purposes.

ADDITIONAL RESEARCH ON EDUCATIONAL PROBLEMS: The United States Office of Education will seek a considerable increase in its budget next year to start a broad program of research on educational problems, the *New York Times* reports. Commissioner Brownell stated that the aim was to make education more efficient and assist it to play a more effective role in today's society. Most of the research would be done by universities and state education departments through Federal grants. There would be priority for research on training of mentally retarded children, on detecting and developing a child's talent, on how schools can spot potential delinquents, and on educational use of television.

EARLY ADMISSION TO COLLEGE: An experiment at Lafayette College has shown that many outstanding students can certainly do excellent work at the age of sixteen with only two years of high-school preparation. The experiment began when thirty boys entered the freshman class in Lafayette's "early admission program" in 1951. Of the twenty-two who are members of this year's graduating class, many are being graduated with honors. Of the remaining eight, only two were not found ready for college. It was felt that the adjustment of this group to college did not vary from that of other students.

FIRST CITY TO OFFER SCHOLARSHIPS: New York City is seeking talented youngsters who are unable for financial reasons to go to college and making it possible for them to do so with scholarships. This is the first time that a city has organized a committee for the purpose of recognizing all-around scholastic excellence in the city's high schools. The funds have been raised from civic, labor, and various private organizations.

EDITOR'S NOTE: From time to time the editors will have a guest columnist write the *Events and Opinion* feature. The views this month are those of Herbert Hauer, an instructor in psychology at Fairleigh Dickinson College.

TODAY I LEARNED

By ROBERT E. BELDING

FRED McHUGH's diary had a special attraction to me because he locked it up each night after entering words on its pages. Fred had been my roommate for several years. We both taught school in a small town in mid-state, and here we shared together a room in a private home. Never during the years I lived with him did I have an opportunity to peek into the pages of his secret diary.

Although I have since moved from that community, Fred is still there, holding down his position as English teacher. On my occasional trips back to that part of the state I still make it a point to visit Fred. Last summer I finally asked him what he wrote in his diary and if I could see it. He laid open the pages to me and I have, with his permission, copied what I consider to be some of the richest material I have had the privilege of lifting from another person's diary. I had always considered Fred an unusually good teacher, and his diary gave me more insight into *why* he was a top-notch pedagogue than all the living with him had been able to yield.

The following paragraphs may be disconnected, but they represent what Fred considered the significant things that happened to him each day. Added together, they form the teaching philosophy of this most excellent teacher.

Fred called his diary *Today I Learned*. A more truthful title could not have been found, for each moment spent with the man, even as each page of the diary, is evidence that this fellow has never ceased to learn; this, I feel, is the most significant reason that Fred McHugh has become and has remained the superior teacher he is. The title page of his diary dedicates it to those who have taught him more than all the formal education he has passed through—his own students.

The page headed October 17 contains only a quotation that Fred had chosen from the writings of Phillips Brooks; it re-emphasized Fred's own incessant struggle to be of better service to his pupils and to his world:

"Bad will be the day for every man when he becomes absolutely contented with the life he is living, with the thoughts he is thinking, with the deeds he is doing, when there is not forever beating at his soul some great desire to do something larger, which he knows that he was meant and made to do because he is still, in spite of all, the Child of God."

Why shouldn't Fred have quoted liberally from the words of great men? He was, after all, an alert English teacher whose reading background seemed to me to be never ending. But his diary was no mere anthology of quotations. It constantly reflected the rich life he had led, whether from books or from more direct contact with human experience. On October 23 he noted a contribution from an adult friend who "... is a student of phonetics and spends his vacations touring the countryside and talking to anyone and everyone just to get them to talk."

Fred goes on to say in this entry: "I, too, have a hobby of stopping people to hear them talk. I stop teachers, any place, to ask them why they like to teach. Thus I learn, and have fodder for this diary. Today, for example, I asked Belle Bovard, who teaches French, just why she likes to teach. She, of course, had to quote a Frenchman, so I braced myself. She said: 'I am happy with teaching as my bedfellow for the same reason that DeBalzac continued to be happy with the same woman.'

"How's that?" I asked, and Belle answered: 'Because no two moments are alike

—there is variety from one moment to the next.'

"I agree," I said, 'that teaching is not monotonous, but did DeBalzac say that?'

"No," Belle replied, 'DeBalzac said that so long as there are differences between one moment of pleasure and another, a man can go on being happy with the same woman.' "

Turning the diary page, I found that Fred next noted an experience from one of his contacts with students—the students from whom he seemed to continue to do most of his learning: "I continue to get satisfactions in my teaching by hearing of the successes of my former students after they have left school. Jack Larsen was one of my students about nine years ago. He was a fluent writer, but what subjects he chose! He did not get along too well with others of his age, and did not know them well enough to write realistically about them. Instead he dreamed up subjects out of this world. He wrote about Bamba, the man from Saturn, and how he fell in love with stone-haired Peltris from the planet Venus.

"I tried to pull him down to earth to write about *this* world, but he claimed he *knew* more about other worlds. How wrong I was in assuming his writings were not salable! He has now written four books about spaceships and stone-haired women, and they've sold well. He never took my advice to come down to earth, and seems to be making more money up there among the planets than I ever will down on earth. Jack now writes scripts about spaceships and zephyr-men for the Crunchy Flakes television show. How wrong can a teacher be?"

The very next day Fred reiterated that teachers can be wrong, but that they may even turn their error into an asset: "Today I discovered that part of the teaching effectiveness of 'Ma' Snow is due to her 'I-hope-I'm-wrong' attitude. She has taught for years and knows her history cold. Some pupils don't take her word, so she says, 'Look it up! I *hope* I'm wrong!' Just once she was wrong—and she was so delighted

EDITOR'S NOTE

It is hard to classify this contribution. It's personalized. It's stimulating. We hope you like it as much as we liked it. The author is associate professor of education, Parsons College, Fairfield, Iowa.

that everyone laughed. In no way did this damage her reputation as a top-quality teacher."

Fred, with all the variety of contacts he made with life, spent many evenings reading. On December 14 he recorded: "I have just read the biography of our great educator, Horace Mann. It seems safe to say that he has his name on more schoolhouses than any other Mann.

"We in education seem to feel it takes a person who has been close to education for a long time to talk intelligently about education. What impresses me about Horace Mann is that he was *not* trained or experienced in education, and yet he became the guiding spirit of educational reform throughout the world. First he was a lawyer and a lawmaker, and later he proved he could teach the way he had preached. For example, he once visited Scotland and was impressed with the happy climate of those classrooms where teachers jumped up with delight and clapped their hands when Jack gave the right answer. At last Horace Mann had an opportunity to teach, and he put the happiness and fun of teaching right into his classrooms."

I am certain that Fred enjoyed his own teaching and everything that was necessitated by being a good teacher.

As I continued through the diary, the variety of sources of material in Fred's fabulous diary impressed me. Here is what a former college chum of his contributed to the January 14 entry: "Frank Barstow also teaches English. He recently wrote and told me about a boy in his high school who once asked him, 'Why bother studying

poetry?' Frank's answer had not been clear enough to this boy until today when that same boy made an unrehearsed, clear-cut distinction between a 'house' and a 'home.' Frank reminded the boy that here, in his distinction between 'house' and 'home,' was evidence that everything the boy said *could* be poetry if he said it well enough and meant it with all his senses.

"I am borrowing Frank's idea, for I can think of three individuals in my English classes who could use and might appreciate this suggestion."

Then again, Fred took things away from faculty meetings to inscribe in his chronicle: "In faculty meeting today our own inspired and inspiring principal again refreshed our outlook on teaching. He asked: 'Is it the teacher's job to pump information *into* students or to prime the students so they will do their own pumping?'"

Fred McHugh actually did only a small part of the talking in his classes—and most of this was priming. He once mentioned to me that he carefully drew from the class at the end of the period a little extra so he would have something the next time to prime with.

One February night he wrote into his journal something he learned from a colleague: "One fellow teacher we call 'Stack' is as crazy as mathematicians can be but is also highly respected in spite of his antics. He has taught me to relax in my teaching and not to take things ulcer-seriously. Stack has taught me that on the spur of the moment it is possible to think up illustrations, even in three dimensions—illustrations that will long be remembered for their craziness and their pertinence. If a situation is made ridiculous enough, it will be remembered. Stack exemplified this when he illustrated in solid geometry class one day the area of a cone that has a sphere inside it. How did he do it? With the nearest thing to a sphere and a cone in the class—his head inside a wastebasket. He got down on the floor in front of the class and placed

his head inside the basket tipped sideways. The illustration would have been impressive enough at that, but the principal walked in to the tune of hollow grunts from the wastebasket. It is a tribute to the principal that he knew Stack, and that he was confident this circus act would result in some genuine and worth-while learning."

"Some students are more brilliant than some teachers," Fred goes on to record. "Bill Yon is a senior and in today's assembly program he proved himself a commendable discussion leader. From the chapel platform he stimulated a discussion on the responsibilities of student government, and he got more students into the act than I had ever been able to do in my English courses. The discussion was more within the audience, with more give-and-take between the pupils and less between pupil and platform, than any discussion I have heard for some time. But Bill did his best job in summarizing what each speaker in the school audience had contributed. He did this in a quick outline on the portable blackboard, and he remembered what each had contributed and the name of the contributor. It was a remarkable job of organizing in his own mind, without notes, as the discussion progressed.

"Fortunately for the teaching profession Bill has his heart set on teaching. He should be a top-quality pedagogue. Today he taught me it is possible to keep a discussion in the audience and to summarize effectively the best contributions of each audience speaker—and this from a seventeen-year-old!"

Although I have felt that Fred's best safeguard against falling into a teaching rut is the stimulation he recognizes from his own students, he attributes his "freshness" to his continued reading: "Even a headline in a professional magazine," he says, "will sometimes start me thinking about a new approach to my English courses. Thus authors are not the *only* ones compelled to read for new ideas.

"This has been a dangerous entry in my diary, for *someone* might read it and say I have few ideas of my own and depend on other people's ideas for bettering my teaching. But don't *most* of us need the prod applied by others?"

Fred, the very next day, indicated that he had a mind of his own and did not accept, unchallenged, everything he heard or read. On February 15 he wrote: "I just read an article on the necessity for teachers to possess a good vocabulary and a flow of words at ready command. Most teachers don't need encouragement to *flow* words. It is time we shut off the spout at the front of the class and encouraged some word fluency from the audience."

The diary's author felt that occasionally students reminded him rather than taught him. In March he wrote: "Jim Quigley, a ninth grader, was coming up the school steps as I left the building. He was carrying some slats which would somehow fit into the stage setting for the school play. He took one look at me, dropped the slats, and opened his mouth to shriek in astonishment: 'Why, I've *never* in all my life seen such a loud tie.' Remind me to tie a string to my finger as a reminder that youths have a lot of uncontrolled exuberance that adds to my continuing pleasure in teaching."

Fred has told me recently that he still derives the same pleasure from occasionally perusing his philosophical diary that many

get from leafing through the family picture album. It is, to him, his recorded evidence of the joy he has derived from teaching. To me it is the best evidence the man can produce that teaching is keeping him young.

Through the pages of Fred's diary these characteristics of a truly good teacher seem to persist:

1. He *likes* to work with young people.
2. He *possesses* a well-defined philosophy of education, both revisable and practical. Within this philosophy he continually sets new goals and strives to attain them.
3. He *knows* how children learn and develop (yet I doubt that he has had a course in educational psychology).
4. He *keeps up to date* by reading and by participating in professional organizations.
5. He has admirable personal qualities, a sense of humor, friendliness, and he speaks with clarity and with understanding.
6. He *knows* his students by letting *them* talk (discussion is his most effective method of teaching).
7. He believes in democracy, and teaches it. A good citizen, he knows that action speaks louder than words.
8. He interprets the school to the community. He is in demand as a speaker. He is the school's best public-relations representative.
9. He continues to evaluate himself and to do something about his weaknesses.



A challenge to educators: The staggering task of the nation's educators today has become that of educating our children for the making of choices which to be intelligent have to be based upon carefully wrought definitions. No fear need be entertained that they will not make their unique contributions toward the solving of the nation's problems. They may even do something about such queer inconsistencies of their elders as the desire to have their children spend spare time reading "the classics" while they themselves coin the term "egghead" to be used as a reproach against the "intellectual."—VINCENT M. ROGERS in the *Atlantic*.

What a Few Words Did to Improve STUDY HABITS

By SISTER MARY XAVIER

WHILE ATTENDING educational classes during summer school, I decided to do some research and write my term paper on the subject of the study period. There were a few things I wanted to find out: Was I unique in my study hall difficulties? What are other teachers doing to better the study habits of high-school students?

I went scouting through educational indexes in order to locate articles written about the subject. I found and extracted approximately twenty-five of them. My problem, I discovered, was a common one. I likewise found many clever ideas that alert teachers are using to perk up students to serious study.

I wrote my term paper with the idea of using its contents for the instruction of my future students. Accordingly I took a few periods with my home room in order to give them the benefit of my hours of research. My class was sincere and attentive to my suggestions for improving their study habits. They all admitted that they wanted to do better work and get higher grades. Along with me they agreed that poor study habits accounted not only for many failures but likewise spelled the difference between the scholar and the sluggard.

I took them through the gamut of my findings on the study of the psychology of learning, and all the other tricks that smart

students are using to accelerate study. I showed them how volition, attitudes, motivation, goals, and a knowledge of the techniques of study would help them become scholarly.

I am amused when I think of the results of this ponderous paper. While I am quite sure that results of teaching cannot be measured on a scale, yet there are a few tangibles that can be placed on the balance. What I am referring to are a few expressions from my presentation of good study habits which became adages in my classroom. These significant words, "*Plunge in immediately. Don't stand shivering on the bank,*" which I had borrowed from H. H. Foster,* became the lively slogan which my students caught up and used in order to overcome the initial period of unpleasantness they experienced when they had to settle down to study.

As they walked into study hall, some would look at me, grin, then shiver. Others would go through the motion of diving. But they caught the idea from this expression that procrastination was out.

For some unknown reason they took to the word "subterfuge," which I had used to describe the means of escape from study that teen-agers employ. Whenever they caught themselves or others resorting to one of the "fifty-seven varieties" of killing time, they would whisper "subterfuge" and by means of this magic word recognize their fault, overcome themselves, and begin working. These expressions retained their popularity until the end of school.

EDITOR'S NOTE

This short article on study-hall procedure involves pantomime, good humor, and, I imagine, good human relations. The author is principal of St. Mary's High School, Cumberland, Md.

* H. H. Foster, *Principles of Teaching in Secondary Education* (New York: Charles Scribner's Sons, 1921), p. 241.



Tricks of the Trade



Edited by TED GORDON

STUDY HALL LIBRARIANS—A set of identification tests for grammatical elements can be worked out. Several copies need be available. About the time that eighth or ninth grades are learning about identifying chemicals by standard tests, the study-hall teacher may come forth with some tests of her own for students suffering with English. The analogy, carefully drawn, can give stature to English, for science seems to be highly respected by these adolescents, newly conscious of the world about them.—*Adaline Hull, Clinton, Ill.*

"SUITCASES" FOR FOREIGN TRADE UNIT—When I found out that we would study trade with foreign countries, a new idea came to me. I gave each pupil a large envelope saying, "This is your suitcase. You are going on a journey in search of this, and this, and this." I placed in their hands a piece of coal, glass, rubber, sponge, coral, coffee, tea, spice, an olive, and many other things imported from other countries. I asked the class to report in a month with filled "suitcases of information. . . ." Some "travelers" went by plane, others by ship and rail, still others in cars. They kept records of the change of time, climate, people, land, and waters crossed. The result of this unit was amazing. . . .—*Teaching Hints, F. E. Compton and Company.*

RAISING EXTRA MONEY—Need a little extra money? Our city has a veteran who is in the wholesale "popped" popcorn business. One junior high buys a daily amount from him and sells it at noon. They've made quite a bit of money for their general fund. They also sell pencils with the school name and school colors printed on each pencil and the other junior high sells colored postal cards of that school.—*Edwin A. Fensch, Mansfield, Ohio.*

SCIENCE BULLETIN BOARD—The bulletin board is divided off into squares or triangles with masking tape, and each class [Couldn't it be sections within one class?—Ed] chooses a name for its section. The name is then printed on cardboard and tacked at the head of the square or triangle. In each class every row has a turn at maintaining the bulletin board and each row has the responsibility for one week. Themes such as "Chemistry in Action" or "Atomic Energy" are often used. Colored yarn, thumbtacks, colored paper, and a speedball pen can be made accessible. A possible variation is to have a humor week in which all display feature jokes, poems, cartoons, and so on.—*Harry F. Silberman in "Selected Science Teaching Ideas of 1952."*

LIBRARY INVENTORY—Even this drudgery may be converted into an exciting piece of competition—if done regularly (at least twice a year). Frequent inventories reduce losses, especially when student members of the library club compete with previous inventory records and have a yen to reduce the number of lost books. This competitive interest has an uncanny way of poking into the queerest places and pulling out "lost" books. This sounds like fiction—but it works every time.—*Adona R. Sick, Librarian, Union-Endicott, N.Y., High School.*

EDITOR'S NOTE: Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fewer—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE.

The Guidance Function of the Classroom Teacher

By

GAIL F. FARWELL and HERMAN J. PETERS

SHOULD THE classroom teacher play a vital role in a program of guidance services? Most authorities, most administrators, most guidance specialists, and most teachers will agree that the classroom teacher occupies a front-line position in all aspects of educational endeavor. However, some basic issues should be discussed first.

Because most schools are staffed by many individuals, guidance functions should not be left to happenstance, nor should guidance functions be allowed to operate on an incidental basis. Hatch elaborates on this aspect of the guidance program quite satisfactorily when he states: "For several reasons, the responsibility for helping the individual to improve his adjustment during his school life should not be left to the discretion of individual teachers. (1) The fact that such an organization provides for understanding the individual on an incidental basis is reason to question the validity of the plan. The recognition of the individual is left entirely to the decision of one individ-

ual in the school system, a teacher. There is no plan in such an organization which will guarantee to each individual pupil an opportunity to be understood as an individual. (2) Information about an individual should be cumulative. If each teacher plans a guidance program of his own, there is no provision for a continuous record of development and growth of the individual through his entire school experience. (3) Assigning the responsibility to each teacher does not permit coordination of the best efforts of all teachers. The individual differences in teachers may be as broad as that among the pupils. It is quite logical that some would render a greater contribution to some phase of the guidance program than others. By utilization of the staff in capacities of their greatest interest and ability, it is possible to strengthen the entire program. (4) If each teacher conducts a personal guidance program there is duplication of effort. The teacher's work day is a full day; and if his efforts can be made more meaningful by coordinated effort, it is of greater benefit to all concerned."¹

EDITOR'S NOTE

Not only is the classroom teacher on the guidance firing line but no guidance program can succeed unless the role of the guidance specialist is clearly related to the role of the teacher and vice versa. Good teaching includes guidance, and a good teacher, no matter what he teaches, fulfills a guidance role. The authors, members of the department of education of Ohio State University, College of Education, clarify the relationship that should exist between teachers and guidance specialists.

Role of Guidance Specialist

On the other hand, the sole responsibility for helping the individual to improve his adjustment should not be left to the discretion of a specialist. It is the job of the specially skilled person to assume leadership for co-ordinating the capabilities of the whole staff. We could draw an analogy with the operations in a sand-and-gravel pit,

¹ Raymond N. Hatch, *Guidance Services in the Elementary School* (Dubuque, Iowa: William C. Brown Company, 1951), pp. 12-13.

where the workers employ many screens of varying sizes to obtain materials ranging from coarse stone to the finest sand for mixing mortar. The individuals on the school staff present many "screens" against which the individual boy or girl can project his ideas and experiences. Thus a boy or girl coming in contact with many school staff members finds his assets and liabilities being screened by many. The utilization of many screens makes possible a greater understanding of the individual and a potential opportunity to help him toward maximum adjustment. This fund of knowledge must be co-ordinated by some person or group cognizant of sound guidance practices.

The Screening Role of Teachers

The classroom teachers provide the many screens during a child's school attendance, from kindergarten to graduation. When the child first comes from the home to the school, the kindergarten (or first-grade) teacher must assume the role of "parent substitute." Up to this time each boy and girl has had the protection, support, instruction, and affection of the parents. The kindergarten child brings the home to the school and the school to the home. Basically, the child does not discriminate between the respective functions of each institution. It becomes of prime importance for the teacher to be sensitized to the home situation and either to consult with the parent personally or, through the co-ordinated effort of guidance services, to meet this obligation by using special staff members, such as a counselor, school social worker, or visiting teacher.

The Role of Instruction

During school attendance, the parents of the child expect the institution to show leadership through developing basic skills and eventually a storehouse of knowledge which will enable the individual boy or girl to experience self-realization, possess economic self-sufficiency, assume civic responsi-

bility, have satisfactory human relationships, and realize acceptable pursuit of leisure-time activities. This requirement places emphasis on the all-important role of instruction because it is through instruction that the child is expected to acquire the aforementioned skills and knowledge.

Thus instruction is an all-important function associated with the teacher role. Most school schedules are so established that the instructional process receives first consideration. But very often this entails large classes and no specified time for performance of certain guidance functions. If instruction is to be most meaningful, individual differences among students should be recognized. Adequate pedagogical techniques must be employed with the group, and there must also be time in the teacher's school day for work with the individual boy or girl.

The Teacher as a Resource Person

The teacher is expected not only to teach but also to serve in the role of friend for the students. Sometimes this may be most difficult because of the role of authority which the teacher naturally possesses.

The teacher is also looked to as a guide and a resource person. Because of his education and experience, the teacher is in an advantageous position to fulfill some of these obligations, and it is important that the teacher serve as a guide and resource person, though not as an authoritarian, decision-making person. The function of a resource person is to inform a student and then allow the student to make his own decisions in the light of the best available information at hand. It behooves each teacher to be well informed about his own major field of interest, and the training and job opportunities it offers.

The teacher cannot be expected to be a walking occupational file, but if each teacher assumes the responsibility for knowing his own area, then a school system has a great storehouse of information available

to its students. Perhaps a word of caution might be inserted here: Be truthful about information, portray all sides, and recognize your limitations and assets as well as biases and prejudices that might be reflected in your role as a guide and resource person.

The Teacher as Therapist

Inherent in the role of the classroom teacher is the therapeutic aspect. To fulfill the obligations of this role, however, a teacher should possess the necessary training and knowledge. Boys and girls require therapy for many reasons, such as speech, reading, and personality adjustment, to name only a few. This type of problem requires individual attention, and thus the time element must be considered. Most classroom teachers, by the very nature of their training, interest, and pupil load, would find it unreal to assume the role of therapist. However, in his guidance role, the classroom teacher should become sensitized to some of the symptoms of various kinds of problems; proper referral would then be a more logical course of action. The teacher can serve as one of the screens for ascertaining information and also as a

screen against which the pupil may project his concern. When optimum use of all resource people and their co-ordinate knowledge is utilized, it is then possible to make guidance and pupil personnel services most realistic.

Summary

The classroom teacher plays a vital role in the many aspects of a co-ordinated program of guidance services. When the counselor, teacher, and administrator co-ordinate action, the assets of each staff member can be more fully utilized. No one person can fulfill all of the obligations of the program. All teachers are not counselors, nor can all counselors counsel with all students. The very nature of individual personality prohibits this. In a program of guidance services, however, many functions must be performed which do not entail counseling per se but which are vital to the fulfillment of the basic needs of the individual. The classroom teacher should function in this framework—and when he possesses special skills and interests, they should be utilized to the fullest extent in the development of the over-all program.



We Lost Another Teacher for the Same Old Reason

Within the past week, our state has lost a potential high school science teacher before he ever set foot in a classroom.

This senior science major, whose original goal was to become a teacher, but who has attained only an average scholastic record, has been offered a starting salary of almost \$6,000 a year by a Delaware corporation.

While we are pleased with this student's good fortune, there is no mystery about the shortage of teachers when incidents such as this point to what is generally prevalent.

Here is a student with no unusual scholastic achievement, no previous experience, or exceptional talent being offered a starting position in industry

at a salary higher than he could ever earn in the public schools of Delaware.

Not only does this wage represent more than any of our high school teachers are earning, but it is \$1,000 greater than that paid to assistant professors at the University of Delaware. In fact, this salary is almost as much as we pay our associate professors . . .

The long-run effect of this inequity in the salary situation means that these very industries which are now hiring inexperienced people and must pay such good wages to secure them will soon have no one to hire because there will be no adequately trained teachers.—JOHN A. PERKINS, President, University of Delaware, in the *Texas Outlook*.

Twelve Rules for

Parent-Teacher Conferences

By

SISTER M. MICHAEL

NO TEACHER looks forward to parent conferences, yet they are something we must accept as an obligation in the guidance program in all our schools. We live in an age of emphasis upon public relations, and the parent-teacher conference is part of this relationship. Several types of programs are found in our schools, and each has a place. Once or twice a year, parents are invited to an evening meeting. Faculty members present a panel on school policies, such as "objectives of the school," "explanation of the grading program," "importance of homework," "varying types of curriculum offerings," and "curriculum opportunities." Each of the foregoing suggestions is informative. Each gives parents greater appreciation of the educational advantages their children are receiving. Thus they will be more intelligent in understanding the problems that arise and should be more cooperative with the school.

Then there is the other type of conference wherein the teacher meets the parent to discuss the progress of the child. This takes place often after warning notices have been sent home, or after report cards have

been distributed, or at other times. No child should be failed unless the teacher has had a conference with the parents. In order not to be rushed, conferences should be scheduled at definite times, so that too many parents will not be waiting. The teacher should have in readiness a folder containing the "evidence," such as grades on tests, number of times absent, the cumulative card, and other information which will make the evaluation as objective as possible.

Call them psychological techniques or basic principles, yet they must be kept in mind if your conference with the parent is to be fruitful. Of course many of these approaches will depend upon the problem being considered. Some of the following suggestions might be helpful.

(1) Permit the parent to tell his side of the story. Let him release his tension.

(2) Accept his statements and attitudes as facts until you can produce different evidence. If the student being considered has rationalized to a serious degree, bring him in to face his explanation.

(3) Direct the parent to the question at hand, in order to eliminate unrelated matters.

(4) Never argue, yet answer his questions directly and in a straightforward manner.

(5) Refrain from revealing your attitudes, or you will condition the rest of the interview.

(6) Avoid implying, suggesting, or indicating your personal reactions. Remember there is always another side, even if it is not your side.

EDITOR'S NOTE

The three important people in parent-teacher conferences are the pupil, the parent, and the teacher. How to keep each one reasonably unfrustrated requires a degree of wisdom that may be somewhat elusive. Read the twelve rules the author lists to find out whether you agree. She is dean of the school of education, Immaculate Heart College, Los Angeles.

(7) Try to find some strengths and achievements in the student when the parent is wanting in an understanding of his own child.

(8) Suggest a plan of action, but help the parent recognize his responsibility for co-operating with the school or for carrying out the program for improvement of his child.

(9) Refuse to listen to a parent complain

about other members of the faculty. You cannot trust such a person.

(10) Never permit parents to gossip about other students in the class or to make humiliating remarks about their families.

(11) Do not mistake a symptom for a cause.

(12) Keep and develop your sense of humor, even when you find that the parents lose theirs.



Too Many Cooks Spoil American Education Week

Another Education Week has come and gone. How many aspirin tablets were consumed? How many sleeping potions were taken? *How many potentials for good teacher-parent relations were lost?*

American Education Week has been set aside for the purpose of acquainting the public with the educational program of the public schools. Some schools have "open house" in the evening. Other schools set aside time for a noted educational speaker. But, one of the most recent and most publicized practices has been to invite parents to attend the regular class sessions to let them observe first hand the school program.

Isn't there a better way to celebrate American Education Week and display our program to the parents? Maybe it is convenient to crowd our public-relations program into one week and not worry about it for the rest of the year; but what are the results? In this unnatural setting, with the regular class routine broken, serious tensions set up, individual guidance impossible, and most of the basic principles of child development suspended for a week, what has happened to this program we are trying to explain to the public?

Maybe this is a negative attitude. But, have we forgotten the old adage, "Too Many Cooks Spoil the Broth"? Was this old saying right; or is it now possible for thirty to forty cooks to gather around one stove and produce a savory pot of soup?

Let's look in at Miss Lomeau's door. We can only look in because there is no room to step in. Thirty children and twenty mothers have used up

most of the space in this ordinarily ample classroom. Four of the mothers brought younger children with them. Right now, one is tasting the paste, another is fingerpainting on his suit, and a third is trying his hand with crayons on Miss Lomeau's well-written reading chart. Living up to the techniques taught at her teachers college, Miss Lomeau is teaching a small group at the reading circle, while the remainder of the third grade is supposedly busy with arithmetic. But, who can concentrate on arithmetic with one eye on a younger brother's antics and one ear on the hushed conversation being carried on by Mother? At the close of the day, Mrs. James will be unable to resist reporting to the principal the evident lack of interest on the part of the children and the resulting poor control by the teacher.

Since education is a continuous process, why not a visit by one mother at a time with a maximum of two mothers each week? There would still be plenty of time for teacher and pupils to be alone to plan and work. Since friendship is not built through quantity contacts, this procedure offers a better opportunity for building a good personal relationship between parent and teacher. It also gives the parent a clearer understanding of our educational program.

Just as one enjoys true flavor when cooking is done in smaller quantity by one cook; so couldn't one get the true educational flavor of a classroom when the teacher is permitted to teach and explain his program to one parent at a time?—ALICE M. MEERER in *N.J. Education Association Review*.

Is the "Master" Teacher the Answer?

By LEONARD E. LOOS

"THIS is where I came in," was the thought of one listening to the turn of discussion. At the Cleveland meeting of the American Association of School Administrators, a proposal had been made from the floor to a panel considering the high-school curriculum. The idea had all the crisp freshness of an old movie. A superintendent had said that he plans, another year, to have large classes with "master" teachers. His attempts to justify this had the sound of an appeal for sympathy.

He did not say why he intends to herd the pupils into still larger classes. It could be just a flair for educational adventure—or a search for efficiency. Probably it is a shortage of classrooms, or of money, or of teachers. It might be an expedient to avoid facing a need for expansion of facilities.

The solution is an old one. A few school administrators rose to a certain distinction in the depression years of the 1930's by their attempts at education by wholesale.

Ten years later, the excursions of the Army and Navy into "education" revived talk of very large classes. It was to be the key to an "efficiency" hitherto not achieved by the schools.

No less than the United States Commissioner of Education, John W. Studebaker, predicted in 1947: "There will be the skilled and experienced teachers—let us call them 'master' teachers—who will be in charge of the larger classrooms. . . . Before I predict classes of one or two hundred students again, let me assure you that I do so

with all caution. I know exactly what heart-breaking burdens teachers are carrying at the moment with classes of 45 and 50." The description that followed outlined a program of visual education handled by the "master" teacher, whereafter lesser lights—called "junior" or "apprentice" teachers—would take over. They would give the intimate touch, assist the master teacher, and administer tests.

The panel member who answered the inquiring superintendent is one whose endeavors have been advisory in the higher reaches of school administration. He said he would be pleased to see the outcomes of research on the subject. Even if you had large groups, he said, you would need more small groups for some purposes.

This little exercise in circumlocution gives a hint of the honest answer to the question of the place of extremely large classes in the modern secondary school. There is nothing to recommend that classes should purposely be made larger than most schools have at present. Pupils in high school differ basically from the tuition-paying adults in large university classes. Experience in the universities cannot be applied to the homogeneous public-school groups—everyman's children. Furthermore, the Army and Navy specialized training seems to be given to those selected for their aptitude and interest. Another convenience for the "master" teachers in the services is that the students at the lower end of the class are periodically transferred elsewhere—even overseas.

As more and more high schools encounter the enrollment hump, we may expect a rash of administrative expedients to avoid the day of reckoning with the need for more classrooms, more teachers, more dollars!

But is the "master" teacher the real answer to the superintendent's prayer?

EDITOR'S NOTE

The author of this short article attempts to give his reaction to a panel discussion at an educational convention in which issue was taken with one of the speakers. He is principal of Shore School, Euclid, Ohio.

A Coming Must:

Domestic Student Exchange

By

HENRY C. JENSEN

WITHIN THE past decade a unique type of student activity, domestic student exchange, has made its appearance on the American secondary-school scene. Virtually unanimous enthusiasm about exchange programs has been shown by students, teachers, and administrators in participating schools. Such endorsement merits an attempt to encourage the practice on a much wider scale in the future. To date only a few schools have provided opportunities for their students to enjoy the unusually rich experiences available through student exchange.

While specific practices vary from school to school, most exchange programs follow this simple pattern: Two schools, usually in communities with differing geographic, social, and economic characteristics, agree to an exchange. Twenty-four to thirty-six students from School A, equally divided as to sex, spend a week in School B, living in the homes of their hosts and participating in the regular program of the school. School B students return the visit at a later date.

Purposes of the Program

Schools should state their own purposes in planning an exchange program. Those who have participated have established such objectives as these:

To give students an opportunity to study closely a community quite different from their own.

To give students an opportunity to become acquainted with the customs, school life, home life, and so on, of fellow teenagers whose homes are in a different section of the country.

To motivate students to learn more about the history, economy, and cultural patterns of their own community and locale.

To provide incentives for students to earn their own money, to be spent in a controlled manner for a specific objective.

To give students the responsibility for planning and carrying out co-operatively an extensive educational project.

To provide direct motivation for students to learn such skills as planning a trip; how to act when a guest in someone else's home; how to entertain a guest in one's home; appropriate conduct in public places.

In general, to provide for a rich and vital experience in human relations.

Initiating the Program

It is important from the outset to have the support and approval of the school staff. Without them, the program can easily fail or enjoy only limited success at best. Next, it must be sanctioned by the superintendent and board of education. The plan can then be presented (preferably in the early spring) to members of the ensuing

EDITOR'S NOTE

No doubt about it, the number of junior and senior high schools carrying on student exchange programs is bound to increase. This practice is a marvelous example of extending education beyond the confines of the classroom. The author is now principal of the Bound Brook (N.J.) High School and formerly he occupied a similar position at the Greeley (Colo.) High School.

year's junior or senior classes and their parents. Some schools limit participation to juniors, others to seniors, still others to a combination group. It is well to use at least a few juniors so that their experience can be utilized in planning for the following year. Finally, a desirable exchange school is located and an invitation to participate is extended. Often a number of schools must be approached before a taker can be found.

Following acceptance of the invitation by the exchange school, interested students make written applications, agreeing to abide by the terms of the plan and stating their reasons for wanting to participate. Final selection is usually made by a faculty screening committee. The group chosen should be a representative cross section of the student body. Students should be reasonably good school citizens and should come from homes capable of entertaining a house guest. Many schools also insist that exchange students be doing satisfactory work in all subjects. Good health, of course, is also a prerequisite.

Some Operational Features

Once the group has been chosen, it is organized as a workshop. In some schools this may be set up as a course carrying full or partial credit. In others it may meet before or after school or during the activity period. The workshop should be organized as soon as the students are selected and should carry through the ensuing year. Two faculty sponsors, a man and a woman, will remain with the group throughout the entire experience. In many schools their expenses are paid by the board of education; in others, students share in paying these expenses.

One of the key features of most exchange programs is that participants must earn their own expense money, through group as well as individual projects. Students should not be subsidized by the school or their parents. Expenses will range from \$60 to \$200 a student, depending on such

factors as distance to exchange school, mode of travel, supplementary sight seeing, and type of entertainment provided for guests. The workshop will need to make an early decision on the number and type of group money-making projects. These should be free from nuisance value and offer a genuine service to the school or community.

Workshop activities usually include organizing needed committees (e.g., transportation, money making, hospitality, publicity), undertaking research on social and economic backgrounds of both the local and the exchange communities, corresponding with exchange partners, planning the trip and the culminating activities, using resource people on unfamiliar areas, setting up bulletin boards or displays, and developing parent and community participation. If properly organized, workshop activities will provide as many rich learning experiences as will the actual trip itself.

Activities during the visit to the exchange school include attending classes, participating in extraclass activities and special assemblies, visiting industries and places of historic or geographic interest, attending church services and special social affairs, and participating in the home life of the host. The trip is usually made during the spring vacation period to reduce the time missed from regular classes.

Workshop students usually keep careful notebooks and scrapbooks of their experiences. These provide much personal satisfaction as well as a wealth of material for use in regular classes or for special programs presented to student or community groups. In the spring of 1955, for example, the Greeley, Colo., group and their sponsors presented more than 125 programs to student groups and community service and social clubs following their return from North Adams, Mass. Other culminating activities may include giving special programs for parents, producing a group written report, writing thank-you letters, and assisting in organizing a group for the coming year.

Outcomes

Students who participate in domestic student exchange show rapid development in poise and self-confidence, in social and group-work skills, in making new friends, in finding new interests, and in learning more about the history and culture of their nation and community. The school gains through extensive favorable publicity, new interest in the school on the part of local citizens, and in improved school morale. The benefits are almost unlimited if the program is carefully planned around stated objectives.

The very nature of the program will almost guarantee some desirable outcomes. If the full potential of student exchange is to be realized, however, the following suggestions should be borne in mind:

- (1) Gain the understanding and approval of the program by the staff, board of education, students, parents, and community.
- (2) Select the group with great care.
- (3) Have frequent workshop meetings.
- (4) Organize the group into appropriate committees (transportation, welcoming, and so on).
- (5) Select the sponsors with extreme care (this can make or break the program).
- (6) Organize the itinerary carefully.
- (7) Use parent interest to advantage in planning the entertainment of visiting students.
- (8) Keep the staff, student body, and community informed on progress of the project.
- (9) Plan the culminating activities carefully.

Schools with Exchange Experience

Schools interested in initiating an exchange program will find it helpful to know where such programs have been developed. The following list is not complete, but is thought to represent a majority of the schools which have conducted exchange programs within the past ten years. *Alabama*: Greenville High School. *Colorado*: Boulder High School; Greeley High School. *Florida*: Clearwater Senior High School. *Georgia*: A. L. Miller Senior High School, Macon. *Idaho*: Idaho Falls High School. *Illinois*: Laboratory School, University of Chicago. *Kentucky*: Eastern Middletown High School, Jefferson County. *Maine*: North Haven High School. *Maryland*: Frederick High School. *Massachusetts*: Concord High School; Newton High School; Drury High School, North Adams. *Michigan*: University High School, Ann Arbor; Fordson High School, Dearborn; Theodore Roosevelt High School, Wyandotte. *Minnesota*: Denfeld High School, Duluth; Edina-Morningside High School, Minneapolis. *New York*: Manhasset High School, Long Island. *Oklahoma*: John Marshall High School, Oklahoma City. *Pennsylvania*: Clarks Summit High School, Clarks Summit; Radnor High School, Wayne. *Rhode Island*: Rogers High School, Newport. *Tennessee*: Oak Ridge High School. *Texas*: Abilene High School. *Wisconsin*: Lincoln High School, Manitowoc. *Canada*: Lachine High School, Montreal; West Hill High School, Montreal; Glebe Collegiate Institute, Ottawa.



Yearbook signing party: One of the highlights of each year has been the signing of yearbooks. In order to eliminate the usual disturbing of classes and the commotion between classes and at noon, the student council and the yearbook staff sponsored a yearbook signing party. This party started at noon, after the yearbooks were distributed, and continued until school was out. The party was on the southwest corner of our campus, with groups of tables and chairs for the teachers and students to use in signing the yearbooks. Free pop was given to each student.—JUDY STARWALT in *Student Life*.



Findings



IMPROVEMENT OF TEXTBOOKS: A recently completed study of twenty-one currently and widely used high-school textbooks in the social sciences, reported by Burton W. Gorman in the *High School Journal*, indicates various means for eliminating certain deficiencies of textbooks: 1. Textbooks must cease growing larger with each year and each edition. (Three of the largest texts examined weigh over three pounds each.) 2. Greater attention must be given to making the textbook treatment vivid and interesting. 3. Authors must strive to be more careful and more logical in their drawing of generalizations. 4. Books may be compressed and improved by the omission of pictures which are educationally impotent. 5. While it is in no sense desirable to stereotype textbook content, broadly representative teaching field bodies might well give careful attention to minimum standards of content in specific subject areas. This would tend to reduce the "Topsy" influence in defining textbook content.

A GOOD INVESTMENT: How much is a college education worth in cold cash? In a news item from the *New York Post*, two Census Bureau officials reported it as worth on the average \$91,000. Speaking before the annual meeting of the American Sociological Society, they said: "Over a lifetime, the average college graduate can expect to receive about \$100,000 more income than the average high-school graduate. Since the direct and indirect costs of the college education are roughly estimated at \$9,000, it is concluded that a college education represents a sound investment. . . ."

PUBLIC SCHOOL GRADUATES: Public school graduates outperform the private school products at Princeton University. Professors Junius A. Davis and Norman Frederiksen as a result of their study of the class of 1955 discovered that the 244 public school graduates earned higher freshman grades than the 398 private school graduates.

When asked if this meant public and private school graduates of equal ability, the Princeton professors had to admit that even with this condition added to their calculations the public school boys showed up better. Using the Scholastic Aptitude Test Verbal Section as the measure of ability, the investigators found that when matched according to "equal ability," the public school product still earned better grades. A similar survey was made among sophomores, and here again public school graduates were found to earn higher grades than private school graduates.

According to the New Jersey Education Association *Review*, the investigators interpret their findings this way: At the freshman level, public school graduates have a stronger drive to make good. However, at the sophomore level, motivational factors cannot entirely explain the results. Probably, public school students have not been taught skills of organization and criticism to the same extent as have the private school graduates. If this is true, then public school alumni have more to learn in this respect from their work in their freshman year, and the results of such gains may appear in their superior performance as sophomores.

PERSONALITY: Teaching is essentially an expression of personality, according to a study made by Dr. Percival M. Symonds of Teachers College, Columbia University, and reported in the *New York Times*. This interpretation suggests a change in emphasis in teacher training from purely intellectual courses to experiences for the better personal adjustment of teachers.

Dr. Symonds based his conclusions on an interview investigation of the relations between the manner of teaching and the teacher's personality. Effective teaching, according to the study, appears to be related to certain basic personality patterns in the teacher. Feelings of personal inadequacy, hostility and a tendency to blame others, attempts to cover up and hide from oneself feelings which one cannot tolerate, and unsatisfactory emotional and social relationships were found to be some of the principal difficulties associated with inadequate teaching.

It is normal for a teacher, in a new situation, to feel some temporary insecurity, Dr. Symonds observes. It is then extremely important that the young teacher receive support and encouragement in the first months of his work, and that conditions be arranged so that he can succeed. If, however, feelings of inadequacy persist after the first years, these are signs that there is a personality weakness which will serve as a continuing handicap to teaching effectiveness.

EDITOR'S NOTE: Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of the methods used, the degree of accuracy, or conclusiveness, and sometimes even the scope of the study.

Educational Journals:

Should They Be More Practical?

By
RICHARD W. PERKINS

FOR YEARS the author has been concerned about what he thought was a shortcoming of most educational publications, namely, the great amount of theory as opposed to practice reported in their articles. In order to see whether others in education shared this thinking, a study was undertaken.

A short questionnaire was mailed to five teachers and five administrators in each of the forty-eight states. The names were chosen from teachers' directories. In each state a mailing was made to two high-school principals, two elementary-school principals, and one college administrator. The

The questionnaire listed a group of educational periodicals. If the person receiving the questionnaire answered affirmatively that he read at least one of the publications regularly, he was asked to answer a second question: "Do you feel that the educational publications you have checked would be more valuable to you if they were more practical?" The word "practical" was defined as "capable of being put to use as opposed to theoretical, idealistic or speculative."

The 92.5 per cent return was both surprising and encouraging to the author, who

TABLE I
ANALYSIS OF QUESTIONNAIRE ON EDUCATIONAL PUBLICATIONS

Group	Number Mailed	Returns	Need to be More Practical	
			Yes	No
Administrators	240	230	160	70
Teachers	240	214	201	13
Totals	480	444	361	83
Percentage	100	92.5	81.3	18.7

mailing to teachers was made in the same manner—two high-school teachers, two elementary teachers, and a college instructor.

EDITOR'S NOTE

Once upon a time a principal asked a teacher what she thought of an article in a certain educational journal. "Not much!" the teacher replied. "I didn't read it. I don't read educational magazines anyway. The articles aren't good!" Of course, the principal wondered how she could judge by not reading. Keep this in mind, dear reader, as you read our author's words. He teaches at the junior high school in LaMesa, Calif.

had hoped for about a 60 per cent return. The results appear in Table 1. The results should be of interest to people in charge of educational publications, to writers of educational materials, to publishers, and to teachers and administrators.

The very high per cent of questionnaires returned indicates a great interest in the subject of the study. And it would seem that many teachers and administrators feel that educational periodicals are not doing all they can to be of service to the profession. This would also seem to indicate that there is a great demand for more articles reporting successful techniques and for more "how to do it" articles.

LATENT ABILITIES

Only after potentialities of a child are developed, can they be discovered

By JEROME E. LEAVITT

DO WE REALLY understand the kind and the degree of latent abilities that exist among school-age children? If half of what is said about "individual differences" is true, we can expect to find all kinds of abilities in any given group of children. Interest inventories and tests given in our schools indicate time and time again the wide range of interests and skills that our children have. The degree of abilities, we also know, varies from person to person. We will have some children who eventually make Phi Beta Kappa and others who attend "opportunity" classes. But do we realize that differences, although not so great, exist in the achievement of every child in every skill? Teaching methods currently used may not always indicate this common-sense fact, although test results certainly do.

Everyone is learning something during all his waking hours. The learning may not always be profitable or socially desirable, and it is not always highly efficient, but nevertheless it is taking place. Children learn outside of school as well as in school, and in school they learn many things besides those which their teachers desire them to learn.

Teacher friends of mine told me of the surprise they received from achievement tests they had just given in their school, which showed that their students rated high in science although admittedly these teachers had spent little, if any, time on science. These children, as they developed, were learning things that their teachers often did not realize they were absorbing. Sometimes the teachers may have thought the subjects too difficult for the pupils'

grasp at that age—in this case, material in the area of science.

We can all think of famous people whose unusual abilities showed at an early age: George Washington was a competent surveyor at what we now consider to be high-school age; Thomas Jefferson at fourteen was head of his family; at eleven years Edison was doing chemical experiments and his own printing, at fifteen he was a telegrapher and a student of electricity; Christopher Columbus as a boy was interested in navigation. These do not necessarily represent top scholars but persons with abilities.

In 1881, students of the Barringer High School, Newark, N.J., assisted with the first and only weather bureau in their city at that time. Later they cut a hole in the school wall to get sunlight for their photography classes. During the days of sailing ships, men eighteen years old commanded ships around the Horn. You might say these are exceptions. True, they are exceptions to the general run of the population, but no one has established that the students of yesterday were brighter or in any way more

EDITOR'S NOTE

Davy Crockett "kilt him a b'ar" when he was only three; Mozart composed sonatas when he was seven. Apparently many youngsters have talents which they develop early in life. How we teachers can help to discover these latent abilities is a matter of conjecture. The author, who is associate professor of education at Portland State College in Oregon, states his viewpoint.

capable than the students of today. Therefore, we have sufficient reason to expect that many of today's students excel in a variety of areas.

I have in my library a book written by Jackie Mathews, a fifth-grade boy of Moab, Utah. Two years ago I was in a sixth-grade room where a boy was working on page 254 of a story that he was writing. This summer I visited a friend whose daughter, now in the fourth grade, spends her leisure time reading the *National Geographic* and the *Reader's Digest*.

Everyone knows that children today, as in the past, have all kinds of potentialities. Sometimes we develop them and sometimes we do not. Our concern is to make the schools educationally as well as organizationally sound. We cannot discover and use latent abilities of children unless we first develop these abilities. You can discover only what exists. The best way to bring out

latent abilities is probably through broad development for all children in many areas and at all times. Since the quality of future experience is determined in part by the quality of past experiences, we must help provide the "past experiences." Once latent abilities are developed, the discovery is relatively easy, for the child is working in these areas and the discovery becomes a natural thing. Using latent abilities then becomes a matter of continuing with the development, but now we know more specifically what our goals might be.

The development that promotes the discovery and use of latent abilities is a serious matter, for our future is tied up with the responses and actions of today's school-age children. It is true in all major fields of knowledge. As an illustration, scientists predict that the space Columbus of tomorrow is a pupil today in some elementary teacher's classroom.



Standards of Instruction

Why is my son doing well in everything but arithmetic? He's intelligent, of average age for his class, and about as emotionally mature as any of them. At his age all children are taught arithmetic. And herein may lie the trouble.

Instructional standards are obvious; standards set in accordance with nature are obscured from our vision—only God knows the exact moment Johnny will get "numbers" ability. When that moment arrives, Johnny has arrived at the "standard" time for learning how to use numbers. Six months later Mary may arrive, and then *that* will be the standard time for her.

The teacher's job is to have a variety of material, with a wide range of difficulty, ready when the "standard" time for that particular phase of learning arrives. How will the teacher know when this stage for learning is finally present? She prob-

ably won't. God created man so that "hunger" for illumination should come at the same time that that ability reaches maturity. This was made a part of growth—a continuous process throughout life—so that man might move forward toward his destiny.

But parents, teachers, and society in general have done such a good job of crushing curiosity in children and discouraging them every time a new hunger shows its head that nature, to defend the organism from further assault, has hidden the hunger so deeply that the child is unaware of it by the time he reaches the age of academic learning.

"Therefore, children, all of you having arrived at the chronological age of nine, we will open our books to page 5, and all learn the table through 10 x 10." Now that's an educational standard that anyone can understand.—NORMA BURMEISTER, Chicago, Ill.

State Controls Over Extracurricular Activities

By
ADOLPH UNRUH and NORMAN BECK

NEARLY every high school has some type of an activity program. Usually these activities involve the management of funds. In forty-two of the forty-eight states there is some general legislation giving authority over extracurricular funds to the local school boards. However, it is seldom that any specifics are spelled out. This study was concerned with the regulation of the administration of these funds and with other types of control over the extracurricular activities. The writers sought, first, to find what the extent of legal controls was and, second, what other types of control existed at the state level. The information came from a questionnaire sent to the chief state school officers and from court decisions.

Replies from forty-two states showed that thirteen had enacted or proposed legislation on management of extracurricular funds. (See Table 1.) Only Pennsylvania applied its regulations to private and parochial schools as well as to public schools. From Table 1 it appears there is a slight trend toward legislative requirements for a minimum control of activity funds.

EDITOR'S NOTE

According to the authors, they wrote this article to answer some questions which come up repeatedly in the administration of extraclass activities. They have written extensively in the field of pupil activities. Mr. Beck is county superintendent, Monroe County, Ill.; Professor Unruh is in the department of education, Washington University, St. Louis.

TABLE I
STATES HAVING OR PROPOSING LEGISLATION ON
SCHOOL ACTIVITY FUNDS

States	Year Obtained	Year Proposed
Massachusetts	1935	
New Mexico	1941	
New York	1942	
California	1943	(additional) 1953
Ohio	1943	
Florida	1947	
North Carolina	1948	
Minnesota	1949	(additional) 1953
Pennsylvania	1949	
New Jersey	1951	
Illinois	1951	
Iowa	—	1953
Montana	—	1953

Two types of control are exerted over the extracurricular programs: One is from legislation and the other is the regulation coming from the state departments of education. From this study both types appeared to be very much alike in objectives.

Two specific regulations were found to exist. The first one required that the extracurricular treasurer be bonded. Four states made this a legal requirement: California, Florida, Oklahoma, and Pennsylvania. In six states this requirement was made by the state departments of education: Delaware, Idaho, Kansas, Kentucky, Nebraska, and Oregon.

A second type of regulation required that regular accounting procedures be set up by local school authorities. Five states—California, Oklahoma, Florida, Montana, and Pennsylvania—had such legislation. In twelve states this regulation originated with state departments of education. These states were Alabama, Delaware, Idaho, Kansas,

TABLE 2
TYPE OF REGULATION OF SCHOOL ACTIVITY FUNDS AND NUMBER OF STATES

Activity Specified	By State Legislation Only	By State Dept. of Educ. Only	By Both
Bonding of treasurer	4	6	4
Regular procedures of accounting	5	12	6
Both activities	9	17	4

Kentucky, Maine, Michigan, Nebraska, New Hampshire, Oregon, Washington, and Iowa. These data are assembled in Table 2 for a quick summary. By adding Columns 1, 2, and 3, it can be seen that there are fourteen states in which there is either legislation, a state department regulation, or both governing bonding. In twenty-three states there is one or both types of control over the procedures of accounting. In thirty states, then, there is a law or a regulation covering either or both of these activities. Another inspection reveals that there are eight states covering bonding by law; eleven covering the procedures of accounting in the same manner. Thus, at least one of the activities is covered by law in all thirteen states. And some type of regulation or control exists in thirty states..

In several states there was an overlap of regulations from the two sources. While such overlap is reinforcing, it is probably useless. It would be better to have some simple, minimum legislation with implementation by state departments of education.

Power of Assignment to Activities

In most states the school board has the authority to appoint teachers to extracurricular duties, particularly when these duties lie within a teacher's field of training and competence. In this connection, the New York State Supreme Court said, in part:

The broad grant of authority to fix duties of teachers is not restricted to classroom instruction. . . . Teachers of English and Social Studies and undoubtedly in other areas may be expected to

coach plays; physical training teachers may be required to coach both intramural and interschool athletic teams; teachers may be assigned to supervise education trips. . . . A board is not required to pay additional compensation for such services . . . which are properly part of the school curriculum.¹

In Illinois, an opinion of the legal adviser of the State Superintendent of Public Instruction, based on the *School Code*, stated that teachers may be required to perform extracurricular duties not stated in the original contract.² Assignments, it appears, lie within the power of the school board as long as the assignments are reasonable. Refusal of an assignment may lead to dismissal.

Furthermore, there does not appear to be any question of the board's right to pay extra for these duties if it so desires. In the case of *Betebenner v Board of Education of West Salem Community High School*, the Supreme Court said, in part:

When a teacher . . . was employed on a salary basis . . . with \$400 extra for coaching which was contracted for separately, the board had the right to apply the \$400 to whomever was selected to perform coaching duties.³

The 1951 Illinois Law

Prior to July 1, 1951, the activity fund in Illinois had been managed under any regulation which the local school authorities cared to initiate. However, questions arose regarding the proper methods of collection and disbursement of such funds. The 1951

¹ *Parrish et al. v. Moss et al.*, 106 N.Y.S. and 577.

² Harry H. Smith, "The Legal Status of Teachers in Illinois, 1945-51." Unpublished Dissertation, Washington University, 1954.

³ 336 Ill. App. 448 84 N.E. and 569.

law divided the activity funds into: (1) the revolving fund, which included monies for school cafeterias, lunchrooms, athletics, petty cash, and similar accounts, and (2) trust funds, which are monies held in trust by the district for the various organizations within the school which are not school wide in their membership. The funds of the junior class, the photography club, the girls' athletic association, would be examples of the latter. A part of this section reads:

The board of education shall establish rules and regulations governing conditions under which school classes, clubs, and associations may collect or acquire funds in the name of any school . . . provide for the safe-guarding of such funds for the educational, recreational, or cultural purposes they are designed to serve.⁴

To implement this law the Superintendent of Public Instruction set up seven general duties of boards of education. Briefly, these duties are: (1) to approve all school organizations; (2) to approve the col-

lection of funds; (3) to require accurate records of accounts; (4) to develop general policies; (5) to supervise the appointment and bonding of activity treasurers; (6) to require annual audits and other reports; and (7) to furnish to the state superintendent any information on school activities and accounts as required.

Summary

Since 1935, the date of the first legislation concerning the accounting for extracurricular funds, thirteen states have obtained laws requiring either the bonding of the activity treasurer or the accurate accounting of the funds or both. In eight states these laws were passed since World War II. Thus there is a slight trend toward legislation in the extracurricular field. Good business practices in school affairs are the legitimate concern of the public and should be a proper educational function of the extracurricular program.⁵

⁴ Adolph Unruh and Leslie Wehling, "Business Education in Student Activities," *School Activities*, XXIV (May, 1953), 283-285.

⁵ The Illinois School Code, Sec. 7-22, Paragraphs 2, 3.

Why I Teach

My interest in teaching is genuine and permanent. I am staying in this profession from choice. I teach—

1. First and foremost because I love children and because working with them is stimulating and enjoyable.

2. Because the beginning of each new school day opens vistas of future possibilities and accomplishments. No two days or even minutes are ever alike.

3. Because teaching is an art involving many human factors. As a teacher I can touch the mind of a child and quicken its possibilities. I can also kindle in some child's heart a desire to know, to understand, and to be of greater service.

4. Because teaching makes thinkers. I learn while I teach. In emphasizing the development of a child, I grow as well as the child. Teaching keeps me thinking in terms of tomorrow in order that boys

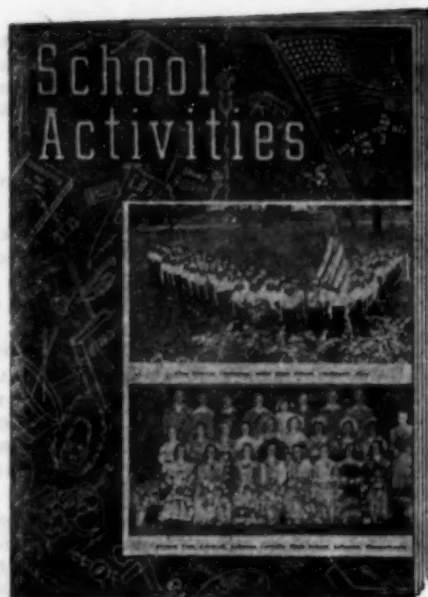
and girls may be trained to meet new situations.

5. Because children are our business. As a teacher I do my share in preparing them in the particular ways of living in our democracy and instructing them in democratic process. I also share in developing habits of responsible citizenship and in inspiring them to nobler living.

6. Because I am sure I am performing an important public service. As a teacher I am a factor in making a child a positive influence in social betterment.

7. Because, to me, teaching is the strongest bond of loyalty to my country. In this work I know I have a hand in my country's destiny. Preparing youth for citizenship, for earning a livelihood, and the general enrichment of their lives, is more important to my happiness than fame or fortune.—
ANNE M. NOVACK in the *Massachusetts Teacher*.

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Book Reviews

FORREST IRWIN, Book Review Editor

Charles Darwin and His Problems by EVELYN CHEESMAN. New York: Abelard-Schuman, Inc., 1955. 192 pages, \$2.50.

Miss Cheesman is eminently well qualified to write about Charles Darwin, for she is an outstanding English entomologist who fully appreciates the scientific approach and the painstaking investigation required to pin down the truth.

In this, her first book for young people, the author details Darwin's four-and-one-half-year voyage on *The Beagle* to explore South America and the islands of the Pacific. One felt that here was a man who was doing precisely what he wanted to do, and so hardship, illness, seasickness, and the difficulty of travel through dripping jungles and parched plains could not stop him. The author discusses at some length the pleasant years Darwin spent with his wife and family at Down House, their country residence. She brings out the inquiring nature of this man who pointed the way for so many who came after him.

Although the young Charles Darwin did not do well in school, he became a profound student of the things of nature around about him, a most careful and precise investigator, and a great pleasure to his physician father. As a matter of fact his father could have taken no other course, for the entire world acclaimed this modest, humble man.

Darwin delved into problems. He was never content to see a thing and let it go at that. He wanted to know how and why the beaks of birds varied, tortoises abounded in certain areas of the world, atolls were circular. He looked for answers constantly. His notebooks were voluminous, containing the most minute observation. Darwin left nothing to chance; he was in the most genuine sense a scientific investigator, for nothing would satisfy him but the truth.

But Darwin was more than a looker; he was fired with that spark that took him beyond the immediate facts that could be seen, to the point where he established relationships between the facts. From reasoning such as this, Darwin developed a theory that went counter to the thinking of the latter nineteenth century—a theory that was expounded in his *The Origin of Species*. Darwin said that plants and animals changed, that the plants of his time were different from what they were several hundred years ago, and he strengthened his ideas with facts—fossil remains, adaptations of plants and animals to environment.

Miss Cheesman projects her admiration of Darwin and his methods, and she introduces the reader to this great man whose theories are still being studied in an attempt to comprehend them fully. She whets the appetite of the reader—an achievement all writers strive for.

FRANKLYN M. BRANLEY

Our English Language by T. C. POLLOCK, M. C. SHERIDAN, DOROTHY WILLIAMS, and R. E. WIEFFENBACH (\$2.92); *Essentials of Modern English* by T. C. POLLOCK, M. C. SHERIDAN, DOROTHY WILLIAMS, and L. B. ANKER (\$3.12); *The Art of Communicating* by T. C. POLLOCK, M. C. SHERIDAN, FRANCES LEDBETTER, and R. C. DOLL (\$3.12); *Language Arts and Skills* by T. C. POLLOCK, M. C. SHERIDAN, S. I. ROODY, DOROTHY WILLIAMS, and H. M. ADAMS (\$3.12). New York: The Macmillan Co., 1955.

This Macmillan series of English texts, prepared by T. C. Pollock and others, is characteristically based on experience and scholarship. Any teacher may see that the substance of each and all volumes is the outgrowth of current needs and standards. Attractive, convenient, and durable, the books were planned for prolonged use.

Space dreamers will open the colorful volumes to see the many full-page pictures and to study thoughtfully the numerous illustrations of principles. The diction is especially suitable for adolescents. There are words which students will not know, but they are words with which students should become acquainted while in high school. Moreover, the style is never cheap; yet it is brisk and modern. Of special value are the illustrations for parallel constructions, uses of verbals, and other such techniques difficult for students. Considerable attention is given to phonics, articulation, and reading. The frequent reviews and numerous exercises help busy teachers, and they teach students to help themselves.

Each volume in the odd-numbered chapters follows a definite plan of development in technical English, and in the even-numbered chapters the authors suggest situations in which the principles find application. Thus a close correlation is achieved between real grammar—plus formal punctuation and composition building—and modern social needs. The conjugation of some verbs and the evaluation of mass media complete the gamut, holding to funda-

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mentals and accepting wisely the current demands. Perhaps the outstanding quality is the thoroughly modern and sound attitude toward the subject. As the authors say in *Language Arts and Skills*: "Language was not given to man ready-made, equipped with rules for using it. Man made his language; in fact, he is still making it."

MATTIE SHARP BREWER

The Way to Write (2nd ed.) by RUDOLPH FLESCH and A. H. LASS. New York: McGraw-Hill Book Co., Inc., 1955. 470 pages, \$2.68.

The Way To Write is frankly and honestly of the "how-to-do-it" variety. It combines a friendly and personal relationship with the reader with the too often regarded technical information in such a way that it no longer seems quite so technical and intense. Judicious use of cartoons interrupts and helps to relax and further the informal presentation.

This text is divided into two main parts. The first part is devoted to getting ideas, planning and developing the plan while suggesting and illustrating various techniques of sentence, paragraph, and theme construction. Throughout the text, emphasis is placed on the importance of what is said and how it is said. The second part is organized for and can be used as a reference book. The end papers

contain an outline of the text, thus constituting a ready reference to any section of the book. Some two thousand drills and exercises are found in both sections of the book.

The strength of this text lies in its orderly and logical organization wherein the student reads about his problem as he faces his problem in the normal development of writing skills. Not far behind in value is the easy and informal approach utilized by the authors. Another strong point in organization is the fact that except for the first group of chapters, each chapter is a self-contained unit and can be taught separately or in sequence. This is a well-organized and interesting text for classroom use.

HUGH B. INGRAM, JR.

Better Language and Thinking by RACHEL SALISBURY. New York: Appleton-Century-Crofts, 1955. 525 pages, \$4.00.

For English teachers who have accepted the challenge posed by movies, TV, and other mass communications and as a result have searched for instructional materials, *Better Language and Thinking* promises to be useful. In this anthology for college freshman English courses, Miss Salisbury brings together prose selections, 75 per cent of them reprinted from magazines and newspapers, on two general topics: (1) the nature of language and its

power in influencing behavior; and (2) the impact of the mass media on contemporary culture. One of these two topics is touched upon in almost all of the more than 140 selections which are grouped under six headings: "Our Native Language," "Words in Action," "Good Talk," "Good Listening and Looking," "Good Reading," and "Good Writing."

In her foreword, Miss Salisbury mentions the publication of the National Council of Teachers of English, *The English Language Arts*, but her book goes beyond a "language arts" preoccupation with the four language skills and their relationships. In fact, the author very explicitly recognizes the importance of observation as a communication skill by inserting eighteen eye-catching advertisements and by including a subsection on the "reading" of maps, graphs, and statistical charts.

In keeping with the contemporary tone of the reader, almost all of the selections are short, as freshman anthologies go; and so, as in a digest, a little is said about a lot of things. Apparently the editors were willing to sacrifice the desirability of a few longer passages and some fairly complex material. The book is printed in double columns; the paragraphs are numbered; each unit is followed by exercises that stress comprehension and point up issues inherent in the selections.

All in all, Miss Salisbury has attempted to produce a text for communication-oriented programs. Teachers who want to keep up with current trends in the profession should not overlook this anthology.

WILLIAM E. HOTH

General Science by VICTOR C. SMITH and W. E. JONES. Chicago: J. B. Lippincott Co., 1955. 504 pages, \$3.80.

General Science was written by classroom teachers for the use of classroom teachers. The authors chose well the contents of their textbook to give a balanced first view of science to eighth- and ninth-grade pupils with little or no previous background of science instruction. The subject matter has been chosen from the great mass of science material, in terms of its value and interest to the learner and to meet the needs and abilities of the average pupil.

Experienced teachers are convinced, and research studies indicate clearly, that the most lasting outcome of studying science is the ability to understand and apply science principles. The authors of *General Science* have given special emphasis in their textbook to the careful development of science principles as they are related to the problem being studied. At the end of each unit in the book these science principles are listed as an exercise in thinking, in which a list of related ideas is to be matched.

The textbook is divided into nine units, covering the standard areas of general science. These units

are subdivided into a number of convenient and practical lesson problems. Each of these problems can be covered in one or two days, depending upon the time and enrichment materials available. Each problem is followed by a good self-testing exercise.

The authors have done a fine job of providing the pupil with the essential tools for learning science, and the busy science teacher with a maximum of valuable teaching aids.

DOZIER H. DRINKARD

Colorful Teaching of Mathematics by J. WESTON WALCH and CHRISTOBEL M. CORDELL. Portland, Me.: J. Weston Walch (Box 1075), 1955. 187 pages, paperbound, \$2.50.

There is a wealth of material in this manual to help teachers make mathematics more interesting to all groups of students, from the eighth through the twelfth grades. The manual is divided into two main parts: Part I, "Making Mathematics Dramatic," includes five classroom plays designed, according to the author, to motivate an interest in the study of mathematics, to provide variety in the classroom routine, to enable students to take a more active part in the classroom program, and to furnish some information on the uses and values of mathematics in everyday life. These dramatizations are original with Christobel M. Cordell.

Part II, "Colorful Teaching Methods for Mathematics Classes," is a collection of suggestions which have appeared in the professional literature to assist teachers in improving the classroom teaching in junior-high-school mathematics, general mathematics, and business mathematics. These teaching methods, devices, and units represent a compilation of the thinking of a large group of mathematics teachers throughout the nation. At the end of each teaching suggestion are the name of its author and the source where the suggestion may be found in its original form. This is an extremely valuable collection. Under one cover is found some of the pertinent and timely material that has appeared in the *Mathematics Teacher*, *School Science and Mathematics*, *American Business Education*, *Balance Sheet*, the *Bulletin of the National Association of Secondary School Principals*, and the *Clearing House*, to mention only a few. The suggestions are well organized, as can be seen by examining the table of contents. A cross-referenced index gives the reader further valuable aid in finding material to fit a certain classroom situation. A sampling of the list of topics under which suggestions are grouped includes: successful ideas on diagnosing pupil difficulties, recent ideas on drillwork, practical procedures in teaching fractions and decimals, how to give variety to the teaching of percentage, practical

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units on buying and furnishing a home, how to make tax problems teachable, practical uses of audio-visual aids, how to correlate mathematics with English, with art, and with science.

There are a few suggestions which the reviewer would not have included because they were strictly tricks rather than devices to develop meaning. However, there is very little of this, and individual teachers as well as faculty groups will find tremendous assistance by studying the contents of the book.

WILLIAM H. GLENN

Teen-Age Glamor by ADAH BROADBENT.
New York: Doubleday and Co., Inc.,
1955. 125 pages, \$2.00.

This little book will delight junior- and senior-high-school girls, most of whom are avid for tips on charm. It should please teachers and parents, too, who will appreciate any effect the book might have in its subtle guidance toward good taste and wholesome attitudes as well as an attractive appearance. The author, an Ohio high-school art teacher who found that an application of art principles to grooming was a popular and effective guidance approach with high-school girls, wrote this book as an "extension" of that course for girls in other schools. It should be helpful in the important matter of giving teen-age girls confidence in them-

selves and their own individual potentialities for charm. Anyone interested in guidance will want to know and use this book.

HELEN HALTER LONG

Child Psychology and Development by
LOUIS P. THORPE. New York: The Ronald
Press Co., 1955. 709 pages, \$6.00.

In this second edition of his text in child psychology, Professor Thorpe presents us with as complete a picture of current psychological knowledge relating to his subject as one could reasonably hope to find in one volume. By skillful selection of respected conclusions of research in the field and by careful and painstaking precision in his choice of language, the author demonstrates a neat economy when one considers the breadth of material from which he had to choose.

Throughout the seventeen chapters of the book the concept of the "whole child" is developed and illumined as the findings of anthropology, of biology, and of sociology are blended with psychological theory.

But the author does not stop here. The many applications of child psychology are reported and demonstrated in a manner calculated to be of practical value to parents, teachers, and any other agencies or individuals concerned with the developing child.

The order of presentation of topics follows a logical pattern but is not restricted to chronology or to the development of an overriding theme. The emphasis throughout is upon the expression, in best form, of fundamental concepts. Many of these principal ideas are clarified and accented by the use of appropriate illustrations, largely in the form of charts, tables, and other interesting schemata.

The author is aware of even the finer nuances of change in this complex environment in which the child develops, and he shows how the many influences involved interact with hereditary potential to fashion the child's personality. He leaves us with no doubt about the fact that the responsibility of the individual in the process is tremendous.

PAUL C. REGAN

Who's Who Among Our Reviewers

Mr. Branley is assistant professor of science, State Teachers College, Jersey City, N.J.

Miss Brewer is a teacher of English, Thomas Jefferson High School, San Antonio, Tex.

Mr. Drinkard is a science teacher and assistant to the principal, Post Road School, White Plains, N.Y.

Mr. Glenn is assistant principal in charge of instruction, John Muir High School, Pasadena, Calif.

Mr. Hoth is associate professor of English and director of freshman communication skills, State Teachers College, Cortland, N.Y.

Mr. Ingram is principal of the Lawtey Junior High School, Lawtey, Fla.

Dr. Long is assistant superintendent of schools for instructional services, Mamaroneck, N.Y.

Dr. Regan is associate professor of education, State Teachers College, Jersey City, N.J.

Books Received

Adventures of Ideas by ALFRED NORTH WHITEHEAD. New York: New American Library of World Literature, Inc., 1955. 304 pages, 50 cents.

The Age of Analysis edited by MORTON WHITE. New York: New American Library of World Literature, Inc., 1955. 256 pages, 50 cents.

Another Look at Women's Education by BANCROFT BEATLEY. Boston: Simmons College, 1955. 97 pages.

Benjamin Franklin: The First Mr. American by ROGER BURLINGAME. New York: New American Library of World Literature, Inc., 1955. 128 pages, 25 cents.

Creative Activities by DOROTHY HAUPT and D. KEITH OSBORN. Detroit: Merrill-Palmer School, 1955. 103 pages.

The Crust of the Earth edited by SAMUEL RAPPORT and HELEN WRIGHT. New York: New American

Library of World Literature, Inc., 1955. 224 pages, 35 cents.

Cultural Patterns and Technical Change edited by MARGARET MEAD. New York: New American Library of World Literature, Inc., 1955. 352 pages, 50 cents.

Darkness at Noon by ARTHUR KOESTLER. New York: New American Library of World Literature, Inc., 1955. 192 pages, 35 cents.

The Eternal Voyagers by ROBERT F. MERVIN. New York: New American Library of World Literature, Inc., 1955. 240 pages, 35 cents.

Everygirl's Adventure Stories by ADELE DE LEEUW, MAXINE CURTIS, HELEN GRECUTT and others. New York: Lantern Press, Inc., 1955. 222 pages, \$2.50.

Fifty Years a Surgeon by ROBERT T. MORRIS. New York: New American Library of World Literature, Inc., 1955. 240 pages, 35 cents.

The Flame of Hercules by RICHARD LLEWELLYN. New York: Doubleday and Co., Inc., 1955. 254 pages, \$2.50.

Good Listening by R. D. DARRELL. New York: New American Library of World Literature, Inc., 1955. 216 pages, 50 cents.

History and the Social Web by AUGUST C. KREY. Minneapolis: University of Minnesota Press, 1955. 269 pages, \$4.00.

How Fare American Women? by ALTHEA K. HOTTEL. Washington, D.C.: American Council on Education, 1955. 71 pages, \$1.00.

How to Work with Tools and Wood edited by FRED GROSS. New York: Pocket Books, Inc., 1955. 215 pages, 25 cents.

Ideas of the Great Economists by GEORGE SOULE. New York: New American Library of World Literature, Inc., 1955. 160 pages, 35 cents.

Moby Dick by HERMAN MELVILLE. New York: New American Library of World Literature, Inc., 1955. 556 pages, 50 cents.

The Nature of Living Things by C. BROOKE WORTH and ROBERT K. ENDERS. New York: New American Library of World Literature, Inc., 1955. 200 pages, 35 cents.

The New Pocket Anthology of American Verse edited by OSCAR WILLIAMS. New York: Pocket Books, Inc., 1955. 640 pages, 50 cents.

New Ways to Greater Word Power by ROGER B. GOODMAN and DAVID LEWIN. New York: Dell Publishing Co., Inc., 191 pages, 25 cents.

The Poets Laureate by KENNETH HOPKINS. New York: Library Publishers, 1955. 295 pages, \$4.75.

Reading Ladders for Human Relations (revised and enlarged edition) by MARGARET M. HEATON and HELEN B. LEWIS. Washington, D.C.: American Council on Education, 1955. 216 pages, \$1.75.

The Science Book of the Human Body by EDITH E. SPROUL. New York: Pocket Books, Inc., 1955. 234 pages, 35 cents.

Short Cuts to Effective English by HARRY SHEFTER. New York: Pocket Books, Inc., 1955. 286 pages, 35 cents.

This Thing Called Love edited by MARC SLONIM and HARVEY BREIT. New York: New American Library of World Literature, Inc. 1955. 144 pages, 25 cents.

Tinkers and Genius by EDMUND FULLER. New York: Hastings House, 1955. 308 pages, \$4.50.

Under the Sea Wind by RACHEL L. CARSON. New York: New American Library of World Literature, Inc., 1955. 160 pages, 35 cents.

The United Nations and How It Works by DAVID CUSHMAN COYLE. New York: New American Library of World Literature, Inc., 1955. 200 pages, 35 cents.

Violent Streets by DALE KRAMER. New York: New American Library of World Literature, Inc., 1955. 160 pages, 25 cents.

Pamphlets Received

Better High Schools Faster. New York 27: Metropolitan School Study Council (525 W. 120th St.), 1955. 99 pages (mimeographed), 60 cents (bulk order discounts available).

A Bibliography for Children's Reading (Grades 3-8). New York 27: Metropolitan School Study Council (525 W. 120th St.), 1955. 12 pages, 20 cents (bulk order discounts available).

Care for Children in Trouble (summary of the report of the California Committee on Temporary Child Care). New York 16: Public Affairs Committee (22 E. 38th St.), 1955. 28 pages, 35 cents.

Career as Plastering Contractor by MAX A. RUTZICK. Washington, D.C.: B'nai B'rith Vocational Service Bureau (1761 R St., N.W.), 1955. 8 pages, 20 cents.

Careers in Property Management by ROBERT SHOSTECK. Washington, D.C.: B'nai B'rith Vocational Service Bureau (1761 R St., N.W.), 1955. 8 pages, 20 cents.

Careers in Teaching by RUTH WOLOZIN. Washington, D.C.: B'nai B'rith Vocational Service Bureau (1761 R St., N.W.), 1955. 8 pages, 20 cents.

Challenge Versus Frustration in Basic Reading by EMMETT A. BETTS. Haverford, Pa.: Betts Reading Clinic (257 W. Montgomery Ave.), 1955. 7 pages, 30 cents.

College and University Programs for the Preparation of Teachers of Exceptional Children by ROMAIN P. MACKIE and LLOYD M. DUNN. Washington, D.C.: U. S. Government Printing Office (Bulletin 1954, No. 13, U. S. Office of Education), 91 pages, 35 cents.

Facts Aren't Enough by MARION O. LERRIGO and HELEN SOUTHARD. Washington, D.C.: National Education Association (1201 Sixteenth St., N.W.), 1955. 72 pages, 50 cents.

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Finding Yourself by MARION O. LERRIGO and HELEN SOUTHARD. Washington, D.C.: National Education Association (1201 Sixteenth St., N.W.), 1955. 51 pages, 50 cents.

How to Help Your Handicapped Child by SAMUEL M. WISHIK. New York 16: Public Affairs Committee (22 E. 38th St.), 1955. 28 pages, 25 cents.

It Takes All Kinds by PAUL YAFFE. New York 27: Metropolitan School Study Council (525 W. 120th St.), 1955. 33 pages, 60 cents.

Learning About Love by MARION O. LERRIGO and HELEN SOUTHARD. Washington, D.C.: National Education Association (1201 Sixteenth St., N.W.), 1955. 47 pages, 50 cents.

Parents' Privilege by MARION O. LERRIGO and HELEN SOUTHARD. Washington, D.C.: National Education Association (1201 Sixteenth St., N.W.), 1955. 47 pages, 50 cents.

Shall I Study Pharmacy? (2nd ed.) by the American Association of Colleges of Pharmacy. Ann Arbor: University of Michigan College of Pharmacy, 1955. 31 pages, 35 cents.

What Is Popularity? by MARY L. NORTHWAY. Chicago 10: Science Research Associates, Inc. (57 W. Grand Ave.), 1955. 47 pages.

What You Should Know About Smoking and Drinking by W. W. BAUER and DONALD A. DUKELOW. Chicago 10: Science Research Associates, Inc. (57 W. Grand Ave.), 1955. 40 pages, 50 cents.

Audio-Visual News

By V. EUGENE VIVIAN

ANALYZE YOUR ECONOMIC BODY: *How We Live in America*, 16-mm film, 7 reels, B & W (\$370), distributed by the American Economic Foundation, 295 Madison Ave., New York 17, N.Y. This film series examines and analyzes the economic structure of the United States. The prime objective is to give the citizen a knowledge of the structure and function of the "economic body" comparable to his corresponding knowledge of the human body.

The first of the series, "How We Got What We Have," vividly depicts the material wants of each person by transporting an American family—Tom, Midge, and their baby—into a wilderness. They have suddenly lost all of their personal and public wealth—farms, industries, and home. In trying to provide for the needs of any man, Tom locates a rude cave shelter, collects berries and roots, and catches two fish with his bare hands. Without a knife he cannot clean the fish and without matches he cannot make a fire to cook them. Tom meets another man who has fashioned a knife of bone and made a fire by friction. In exchange for one of the fish, the man is willing to let Tom use his fire and knife. After a fight they finally agree on the exchange. This points up the fact that man's material wants depend on three basic factors: material resources, human energy, and tools. The rapid improvement of American tools is related to the political and economic freedom of the United States. Emphasis is laid on the constitutional rights of all the people, and the limited form of a "people's" government is defined.

"What We Have," second in the series, shows Midge cooking Tom's breakfast eggs in a frying pan. The history of the fabrication of the frying pan is traced back to the digging of iron ore from the Mesabi Range, its subsequent journey to and through the steel mills and finally to the hardware store, where Midge purchased it. A similar story of the production of eggs is recounted.

In a fictitious dialogue with the narrator, Tom and Midge learn that economic freedom has made it possible for all citizens to work and produce, to buy and sell, to save and invest in better tools as they choose. They discover further that money has no fixed value—only that which it can buy at the time of purchase. Money is earned not only directly through work but also through the increase of purchasing power gained with new tools purchased by industry with monies invested from people's savings. The high standard of living in America is shown to be the result of economic and political freedom.

Reel 3, "How to Lose What We Have," pictures Tom, Midge and their friends swayed by the arguments in a television debate to vote for a "master plan" to be administered by a "master state" form of government. They accept the view that production problems have been readily solved but that problems of distribution can be solved better by a totalitarian government which would socialize property and provide full employment and other security. The "master plan" is chosen by public election and immediately newspaper headlines announce: "Bank Accounts Frozen," "Markets Suspended," "Insurance and Investment Companies Taken Over," and "Labor Force to Be Redistributed." Tom, Midge, and the baby are forced to give up their home as Tom is transferred to a new job. They have no means of regaining their lost private property, now owned by the "state." Too late, they realize that the incentive and opportunity provided by the free enterprise system have made the rapid development of labor-saving tools possible. Their rights to buy and sell, to save and invest have been lost and their freedoms sharply curtailed. The discussion summary points out that such a government must take people's savings to make investments for new tools, for the government has nothing which it does not get from the people. In the all-government controlled economy, force is substituted for freedom.

"Let's Face It," reels 4 and 5, is opened by a prospective mother, Mary, who prices a baby buggy like that which her sister bought two years previously. She becomes indignant when she learns that the sale price is higher. The salesman's explanation for the price increase fails to satisfy her and she leaves the store upset, refusing to place an order. That night she demands an explanation from her brother-in-law, Fred, an accountant for the firm which manufactures the baby buggy. Fred admits that sales are off—the price is high—but the costs are high too. He explains "costs" with an analysis couched in simple terms. There ensues a discussion in which Mike, Mary's husband, engages in a "bargaining" session among investor, manager, and worker. Mike portrays all three parts. The interests and responsibilities of each are brought out. After Fred and Jean (Mary's sister) leave, Mike and Marge discuss the problems of production. Here Mike represents the stockholder, the manager, and the worker, while Mary represents the customer. Here the function and make-up of an industrial concern or "company" are set forth simply. The interest of

the educator, the clergyman, and the banker in the success of any company is presented in the closing sequences.

"Backfire" in reel 6 is an anecdote of the events in a social studies class to show the impracticability of the plausible slogan, "From each according to his ability and to each according to his need." Gail Robinson, a student, echoes the slogan in a class discussion on man's material welfare. She had been hearing her father express many socialistic views, including the slogan. The teacher meets the situation by grading the students' test papers according to that principle. Students who earned high grades had credits subtracted from their grades while those who had earned failing grades had these subtracted credits applied to their grades. The result was that all the grades were just passing. Gail, who normally earns high grades, carries her disappointment home. A lively family discussion forces Gail's father to reverse his position. The incentive motive, characteristic of a free society, is vividly shown to be lost in a socialistic, state-dominated society. The individual incentive motive is a force which raises the quality of human energy, a most important link in the chain of group production processes.

The last reel, "How to Keep What We Have," is designed to show: (1) that American success depends on the way we use our natural resources, our human energy, and our tools; (2) that America has many production problems to solve despite her well-developed production power; (3) that problems of a group nature, such as production, can better be worked out by free men under a limited government than under a totalitarian form of government.

The seven-reel series is provided with a kit of teaching aids. A carefully written teacher's guide outlines the objectives of the films and much of the dialogue, and lists appropriate questions for introducing the films, for discussion, and for further study. Bibliographies for each film are included. Three booklets, three wall charts, and twenty-three pamphlets compose the rest of the kit. In the opinion of this reviewer the films and the excellent supplementary materials are a distinct asset to any instructor who teaches one or two units or a course in economics. The language is particularly chosen for comprehension by students of high-school age.

WHAT'S THE SCORE IN EDUCATIONAL TV?

The three letters, ETV, are coming to mean more and more to each one of us in education and to the children and adults of this country. Educational television is gaining momentum and new horizons. In recent years thirty-two state-appointed commissions, committees, or study group have seriously considered educational television. They have made recommendations to the Joint Committee on Educa-

tional Television of Congress, and favorable action has been largely due to their efforts. The JCET and the individual state groups are greatly encouraged by the fact that other states are getting on the ETV band wagon. To mention a few, Alabama, Louisiana, Rhode Island, and South Dakota are states that have made current fiscal appropriations for ETV. New ETV stations are going on the air, with more to come and still more with applications pending with the F.C.C. North and south, east and west and soon across the Caribbean in San Juan, Puerto Rico, the dials may be tuned in on an ETV station. Able men and women are found on the personnel rosters of these stations, and with the continuous growth of educational television more will be needed.

To illustrate one of the uses of ETV: Station WTTW, operated by the Chicago Educational Television Association, conducted a city-wide television faculty meeting with the board of education on September 6. WTTW concentrates on the children's audience in the afternoons and the adults in the evening. The appeal of ETV to the adults is sure to grow. The National Congress of Parents and Teachers has recently become the ninth organizational member of the JCET.

The Joint Committee on Educational Television (1785 Massachusetts Avenue, N.W., Washington 6, D.C.) offers the following literature upon request: "Closed Circuit Television Facilities at Educational Institutions," which lists accredited institutions of higher learning and public schools using closed-circuit television equipment; "Low Cost Educational Television Stations," which describes the low-power, low-cost television equipment available now and information of assistance in the planning of low-power TV stations. Here's the box score on ETV: 20 stations on the air, 8 up-coming stations, 34 construction permits granted, and 50 applications filed.

FRENCH TRADITIONS: *France and Its People*, a 13-minute black-and-white or color sound motion picture produced by Milan Herzog, available for rental or sale and distributed by Encyclopaedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill. Clyde F. Kohn of Northwestern University was educational collaborator on the film.

The film begins with Mme Brione and her youngest son, about to leave Paris to visit the grandparents in Normandy. En route they pass the famous landmarks of Paris and cross through the fertile farming area of the Paris basin. At the family's farm on the northwestern coast, grandmother prepares dinner for the family and for an uncle who is in the maritime service. The farm is a small intensively cultivated family holding, supporting many

crops and livestock. A series of short sequences and the narration explain that Frenchmen do not often leave their country; that they are deeply attached to their land; and that they treasure their monuments, symbols, and their way of life. The results of three wars in two generations have created a man-power shortage, which is being met by the importation of laborers. The distinctive products of French arts and crafts are shown. At the end of the film young M. Brione is back at l'école and daydreaming in class of one day being president.

This film shows the attitudes, activities, social customs and traditions of France in both rural and urban community life and brings out both the similarities and differences between the people and customs of France and the United States. (Jr. H. and H.S. social studies or French language course.)

BIRD LIFE: *Glamour Birds of Florida*, a 28½-minute sound motion picture in color, produced by Gallagher Films, Inc., for Evinrude Motors. The film is available for loan from the Ideal Pictures, 58 E. South Water St., Chicago 1, Ill.

How the birds of Florida live in their natural habitat is the story told in this film. Various shots of the birds and an air view of the Everglades National Park compose the opening sequences of the film. Eye-level scenes in the Everglades include close-ups of snakes. There are different angles and close-ups, and in most cases babies and nests of the following birds are shown: snowy egret, white ibis, blue heron, man-of-war bird, least tern, bald eagle, burrowing owl, pelican, osprey, noddy, sooty, American egret, wood ibis, rosetta spoonbill, and others. The photography is excellent and gives sharp, detailed motion and views of the various birds. The film should stimulate a desire to visit the Everglades, one of our most fascinating national parks. (Jr.H., H.S.)

AMERICAN ADVENTURE SERIES: *The Beginning at Plymouth Colony*, a 13½-min. black-and-white sound motion picture produced by AMPIC division, Leonard Photographic Service, Inc., for the National Education Program, Harding College, and distributed by the National Education Program, Film Division, 815 E. Center, Searcy, Ark.

Dr. Clifton L. Ganus, Jr., dean of Harding College School for American Studies, introduces the film in the lecture classroom of the Freedom Forum Workshop. Dr. Ganus briefly outlines the purposes of the class and locates on a world map the Communistic areas blacked out. The film dramatizes the economic life at both Plymouth Colony and Jamestown, where the founding fathers attempted

to use a communistic system with a communal storehouse and equal shares for all, only to have it fail miserably. There are drawings of the *Mayflower* and dramatized sequences showing the colonists at work. The concept is developed that the industrious workers were discouraged and dissatisfied when idlers were given equal shares from the common storehouse. The industrious people slowed down their pace and productivity, and as a result the colony was threatened with famine. At a community meeting it was agreed that force would not be used; so everyone would henceforth take care of his own family property and do his own trading. At Jamestown the system of equal community shares also failed. Captain John Smith wrote that even honest people would not take the pains or do for the community in a week the work that they would do in a day working for themselves. He pointed out that individual responsibility is important. There is a brief conclusion by Dr. Ganus. The incidents in this film have been well chosen to illustrate effectively the personal human reasons for the failure of communistic systems in this country. (H.S. history or civics.)

NEW TRANSPARENT WORLD GLOBES are innovation for more serious study of geography and astronomy. A globe within a globe shows the relations of the sun, earth and stars for various seasons. The equipment includes a twelve-inch transparent star sphere with a six-inch complete political earth globe inside. Stars and constellations are shown on the star sphere and a movable sun-pointer demonstrates the position of the sun with reference to both earth and stars. Such characteristics as right ascension, sidereal hour angle, and declination may be demonstrated. Simple navigational problems may be readily charted by using china marking pencils of various colors furnished with the globe. Markings may be removed by using a chamois, which is also part of the equipment. For studying the locations of principal points of interest, you may use clear plexiglass globes with continental outlines and rivers only.

Available from Farquhar Transparent Globes, 3724 Irving St., Philadelphia 4, Pa.



EDITOR'S NOTE: With this issue V. Eugene Vivian of the State Teachers College at Glassboro, New Jersey, assumes the editorship of the *Audio-Visual News*. He has had many years of experience in the audio-visual field and will continue to give our readers informative reviews of the most recent offerings. In this issue, several of the reviews have been adapted from "Film World and AV World."

When Teachers Face Themselves

BY ARTHUR T. JERSILD

Professor of Education, Teachers College, Columbia

Concerned as it is with the strivings, satisfactions, hopes, and heartaches that pervade the teacher's life and work, this is a serious and penetrating book. But it is a hopeful book too—one that will enable teachers who read it to look with more courage and clarity at their situation and themselves, and to seek healthy attitudes of self-acceptance. Although it was written primarily for teachers and with the help of teachers, much of the content of this book applies to people in other walks of life.

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